



Year One Self-Evaluation Report

Submitted to the Northwest Commission on Colleges and Universities

September 16, 2013

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INSTITUTIONAL OVERVIEW

Shoreline Community College is a dynamic and vibrant institution of higher learning that offers excellent academic, professional-technical, adult basic education and continuing education programs that meet the lifelong learning needs of its community. Located ten miles north of downtown Seattle, Washington, the College has a scenic campus with 26 buildings nestled among native evergreens over 83 acres. The College is situated next to an elementary school and is surrounded by middle-class to affluent community neighborhoods. Established in 1964, the College operates under the regulations of the Washington Student Achievement Council (WSAC) and the State Board for Community and Technical Colleges (SBCTC). It is governed by a board of trustees appointed by the governor of Washington State. Currently, Daryl Campbell serves as the eighth president of the College (interim appointment effective July 1, 2013); he is dedicated to the College's vision of becoming a world-class leader in student success and community engagement.

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

College Profile

Adhering to its mission of open access, the College serves over 13,000 students annually and generates over 5,000 state-supported full-time equivalent (FTE) students (*SBCTC Academic Year Report 2011–12*). Students' goals in attending include 38% transfer, 35% workforce education, 8% basic skills, and 18% other.

The *SBCTC Enrollment and Staffing Report Fall 2012* shows that the majority of students (69%) take classes during the day and on campus, 18% take classes online, and 13% take classes during the evening or at other locations; 62% attend full-time and 38% attend part-time. The College services a diverse student population. Of those students reporting ethnicity, 41% identified students of color. Within that group, 18% identified as Asian Pacific Islanders, 11% identified as African American, 9% identified as Latino/Hispanic, 2% identified as Native American and 2% identified as other. Of those students reporting gender, 56% identified as female and 44% identified as male. Students with disabilities constitute approximately 7% of total enrollment. The median age is 24.

According to its internally maintained data sources, the College also serves a large number of international students (approximately 700, as of Spring 2013) from over 35 countries, predominantly those in Asia.

The College offers General Educational Development (GED) certificates, high school diplomas, continuing education classes, adult basic education courses, 61 certificate programs, and 55 academic transfer and professional technical programs that lead to recognized associate degrees. The College offers the following primary degrees as authorized by the WSAC and the SBCTC:

- Associate in Arts—Direct Transfer Agreement (AA-DTA), augmented by Major Related Programs (MRPs)
- Associate in Science—Transfer (AS-T), augmented by MRPs
- Associate in Arts—Individualized Plan (AA-IP)
- Associate in Fine Arts (AFA)
- Associate in Music (AM)
- Thirty-six (36) professional-technical Associate of Applied Arts and Sciences (AAAS) degrees

Recent Accreditation History

The College was granted initial accreditation in 1966. Over its 47-year history of accreditation, the College has maintained successful compliance with its accrediting agency, the Northwest Commission on Colleges and Universities (the “Commission”). Last year, in October 2012, the College underwent a comprehensive site visit from Commission evaluators; the College was awarded a renewal of its accreditation and received six recommendations. At the instruction of the Commission (February 4, 2013, letter from Sandra Elman to Lee Lambert), the College is addressing Recommendation 1 in an addendum contained below in this report. The College is also simultaneously submitting a separate Ad-Hoc Self Evaluation Report to address Recommendation 4, as requested by the Commission in the same letter.

Budgetary Considerations

For the past eight years, the postsecondary education system as a whole has been struggling to adapt to the budget deficit in Washington State. Over that span of time, the College lost approximately one-third of its state support funding; however, in July 2013, the College was provided a flat-line allocation that has essentially stopped the downward economic spiral, at least for the time being. Currently, the College is directing much of its work toward integrating its strategic planning and budgetary efforts with its Core Theme attainment to ensure that the institution’s focus remains on student achievement and resource development. A salient example of how the College has achieved this integration is its budget allocation process, which used strategic action plans to tie funding to strategic initiatives and Core Themes.

The College is proud of the comprehensive nature of its offerings and continues to provide strong support of all its Core Themes despite economic uncertainty and the finite nature of its resources. The times demand that the College engage in ongoing, systematic and thoughtful planning regarding future directions. The College’s ambition is to enable its faculty, staff, and administrators to improve processes, create a data-informed culture, and encourage innovation for the purpose of removing barriers to students and staff that may inhibit success. The College firmly believes that recent efforts to align Core Themes with its strategic plan (and the associated strategic action plans), as well as its determination to improve processes, represent significant movement in the right direction.

PREFACE

A. Brief Update on Institutional Changes Since the Last Report

1. Leadership Change

In June 2013, President Lee Lambert left the College to assume a higher administrative position at another college; currently, Daryl Campbell, who has served as the College's Vice President for Administrative Services for the past five years, is functioning as Interim President. An extensive search for a permanent president will take place over the course of the 2013–14 academic year.

2. Accreditation Visit

As a result of the Commission's site visit in October 2012, the College has spent approximately nine months addressing evaluator recommendations to meet expectations.

3. New Strategic Plan

The College's new strategic plan was approved by the Board of Trustees in June 2013. The plan consists of three major initiatives:

- Increase enrollment, retention, and completion. Streamline enrollment and financial aid processes, internationalize the campus, increase K–12 collaboration and pathways to completion, and improve access to and quality of academic advising.
- Leverage community engagement. Close the skills gap by developing instructional programs to meet industry needs, develop business partnerships and community relationships, and increase resources and revenue.
- Develop physical and technical infrastructure and human resources. Empower staff and faculty through employee training and professional development, improve infrastructure to meet current and future campus needs, and review and streamline the College's administrative processes.

4. Strategic Action Plans

Improved economic conditions for the 2013–14 academic year have allowed the College to direct necessary additional resources toward areas of strategic importance. The key component of the Strategic Planning and Budget Committee's (SPBC's) process is the formation of strategic action plans (SAPs). In the spring of 2013, departments and divisions submitted SAPs that would go beyond the level-funding threshold and directly address the Core Themes. This process also addressed one of the Commission's recommendations to create stronger links between planning and budgeting. In all, 33 plans were submitted to the SPBC, which then reviewed the proposals and invited submitters to explain and defend the requests. The committee then forwarded the SAPs and feedback to the College's Senior Executive Team. The extensive review process resulted in approval or conditional approval of 23 action plans, 70% of the total number submitted. (The College established target dates for budget review and input from the campus and

finalized the operating budget, which will be submitted to the Board of Trustees for adoption at its September 25, 2013, meeting.) By adopting this process the College is not only aligning mission, Core Themes, and strategic initiatives with the budget but is also seeking to establish a clear and transparent budgeting process.

5. Innovation and Opportunities Fund

An Innovation and Opportunities Fund (the “Fund”) was established by the Board of Trustees in October 2012 as part of a comprehensive package of reserve funds; the Board authorized an initial allocation of \$2 million. Any future allocations will depend on the College’s overall financial health and will be made by the President. While the President ultimately approves Fund expenditures, he must also provide the trustees semiannual reports on those expenditures. (The first awards from the Fund will help six faculty members bring new knowledge, classes, programs and partnerships to students in such areas of study as women’s and gender studies, film and video, economics, mathematics, English, and communication studies.) One critical requirement is that the impact of this important work *must* be measured. The faculty members will have some assistance from the College’s Department of Institutional Assessment and Data Management to determine how to assess each project most appropriately.

6. Virtual College Initiative

The College assigned a committee to develop a new Virtual College Strategic and Business Action Plan that includes potential future curricular offerings; curriculum goals for enrollment targets, retention and completion rates; class scheduling; return on investment; market research and advertising; curricular pathways and articulation agreements with baccalaureate institutions; student orientations; student course evaluations; faculty development and support; quality of course design; student support; student satisfaction surveys; student services support; and metrics for assessment. The SAPs associated with this initiative explicitly align with the Core Themes (specifically 1, 2, and 4), the strategic plan, strategic initiatives, and strategic goals.

7. Internationalization Initiative

Building on the efforts of the Campus Internationalization Leadership Team (CILT) in 2011–12 (Year 1) and the faculty learning community on internationalization in 2012–13 (Year 2), the College is now at a point in the evolution of its internationalization efforts to focus on a full, comprehensive implementation in Year 3 (2013–14) and, subsequently, on expansion and refinement in Years 4 and 5 (2014–16). The Campus Internationalization Implementation Task Force (CIIT) will concentrate its efforts on curriculum, students, employees, and the community. Work will be divided among four teams lead by members of the CIIT. Membership will include two co-chairs, a curriculum internationalization team leader, a meaningful interactions team leader, a global competence team leader, a community engagement team leader, and an assessor of global awareness (ad hoc member). These efforts will support four of the five Core Themes (specifically 1–4) and Strategic Plan Initiative 1.

8. Student Retention and Completion

The College is in the planning phase of a major student success initiative with emphasis on student retention, completion, and achievement. This effort will support three of the Core Themes (specifically 1, 2, and 4) and Strategic Plan Initiatives 1, 2, and 3.

9. Curricular Offerings

The College has added the following academic credentials to its offerings:

- AAAS degree in Visual Communication Technology (Game Art and Design)
- Certificates of Completion in Parenting Education—Leadership Skills, Parenting Education—Parenting Skills, and Global Studies
- Certificate of Proficiency in Global Studies.

In addition, due to consistently low enrollments or inefficiency, the College has eliminated the following:

- Certificates of Completion in specialized areas of Clean Energy Technology: Solar/Photovoltaic Design and Marketing and Clean Energy Building Practices
- Certificate of Completion in Visual Communication Technology: Prepress and Print Production

10. Grant Awards

The following grants have been awarded to the College since October 2012:

- Gates Adaptive Learning Grant (in collaboration with Northeastern University)
- Amgen Grant for outreach to students in K–12 to increase interest in studying the sciences
- Department of Labor “Credentials to Careers” grant to expand training in machining with I-BEST, online, and open course components
- SBCTC grants for faculty learning communities related to internationalization and the Virtual College
- SBCTC Core-to-College grant to align mathematics and English curricula between the College and the Shoreline School District
- Energy Efficiency Grant from the Washington State Department of Commerce to improve energy efficiency on campus
- Skill-Up Grant to fund a manufacturing employment navigator
- Workforce Special Projects award to provide precision machining equipment in support of a Department of Labor grant
- Integrated Digital English Acceleration (I-DEA) grant to create a flipped ESL/ABE curricular model
- National Science Foundation grant to provide internship opportunities to biotechnology students
- HRSA Grant to increase nursing workforce diversity and ADN to BN transfers

B. Response to Topics Previously Requested by the Commission (i.e., Addenda)

The Commission has requested that the College address Recommendation 1 from the Fall 2012 Comprehensive Peer-Evaluation Report:

The evaluation committee found evidence that several difficult years of financial retrenchment and restructuring, coupled with new entrepreneurial initiatives, have resulted in incomplete integration and alignment among the mission, core themes and current institutional initiatives and financial emphases of the College. The committee recommends that the College review the integration of the mission, core themes and current institutional initiatives and financial emphases of the College to ensure that they are fully aligned (Standards 3.A.1 and 4.A.1)

The College conducted an entire series of meetings of its Operations Committee over a period of five months (December 2012 through April 2013) to review the Commission's recommendation. The meetings covered an analysis of the evaluator findings, identified the inconsistencies noted by the evaluator report, and re-envisioned the objectives and indicators in the light of this analysis. The evaluator comments on the appropriateness of (or lack of) aspirational targets was particularly noted. As a result, the College has thoroughly reviewed its measures and made them both relevant and challenging.

The College has taken great care in revising core indicators to support its Core Themes; this effort occurred in tandem with the strategic planning process. While this process was started in 2012, there was insufficient time to affect the 2012 comprehensive accreditation report in a demonstrable manner. Fortunately, the strategic planning process is now fully functioning and, coupled with the lessons learned from the most recent accreditation effort, has had a major impact on our current work. Specifically, the strategic planning process has resulted in a set of strategic action plans (SAPs) supported by meaningful, measureable data that are explicitly tied to strategic objectives, strategic goals, strategic initiatives, and Core Themes. As a result, the College has now achieved alignment of its mission, Core Themes, core indicators, strategic plan, and budgeting.

CHAPTER ONE: MISSION, CORE THEMES, AND EXPECTATIONS

A. Executive Summary of Eligibility Requirements 2 and 3

1. Eligibility Requirement 2: Authority

Since its inception in 1964, the College has been a mission-driven institution. Its mission is codified by the Washington State Legislature in Section 28B.50.020 of the Revised Code of Washington, which provides, in part “that each college district . . . shall offer thoroughly comprehensive educational, training, and service programs to meet the needs of both the communities and students served” in the areas of “academic transfer courses,” “occupational education,” “community services,” and “adult education.” Under the authority of its Board of Trustees, the State Board for Community and Technical Colleges, and the Washington Student Achievement Council, the College awards a variety of associate degrees and certificates for its academic transfer and professional-technical programs.

2. Eligibility Requirement 3: Mission and Core Themes

The College’s mission and Core Themes are clearly defined and were adopted by its Board of Trustees consistent with its legal authorization. In 2009, the Board reaffirmed the College’s mission statement, approved the institution’s five Core Themes, and incorporated them into the Board’s governance manual. Collectively, the five Core Themes focus directly on the College’s educational mission and are duly appropriate to a degree-granting institution of higher education. The mission and Core Themes serve the educational needs and interests of the College’s students and diverse community. The College devotes a substantial amount of its resources to support a comprehensive educational mission and Core Themes. Core Themes and objectives shape how the College is dedicated to meeting the postsecondary educational needs of the community.

B. Standard 1.A *Mission*

1. Standard 1.A.1 (Mission Statement)

The College’s vision statement reads, “We will be a world-class leader in student success and community engagement.” The College’s mission statement is “We are dedicated to serving the educational, workforce, and cultural needs of our diverse community.” Both were approved by the Board of Trustees in September 2009 and are displayed on key Web pages, in select publications, and in each campus building.

The wording in the College’s mission statement is widely interpreted as follows:

- *Educational* refers to academic transfer courses, adult education, and continuing education
- *Workforce* refers to courses in occupational education
- *Cultural needs* refers to community services of an educational, cultural, and recreational nature

The mission statement has been derived from RCW 28B.50.020. This statute requires that community and technical colleges do the following: “(1) Offer an open door to every citizen, regardless of his or her academic background or experience, at a cost normally within his or her economic means” and “(2) . . . offer thoroughly comprehensive educational, training, and service programs to meet the needs of both the communities and students served by combining high standards of excellence in academic transfer courses; realistic and practical courses in occupational education, both graded and ungraded; community services of an educational, cultural, and recreational nature; and adult education, including basic skills and general, family, and workforce literacy programs and services.”

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

The College defines mission fulfillment as satisfying each of the objectives within each Core Theme. This is determined by assessing College performance on the indicators of achievement corresponding to each Core Theme objective. Benchmark data form the basis for comparison on each indicator of achievement and help establish the targeted performance level. As shown in below in the discussion of Standard 1.B.1, each of the Core Themes has been selected as appropriate to the mission statement (which in turn has been aligned with RCW 28B.050.020). To satisfy each Core Theme objective, a simple majority of the indicator targets for that objective must be met.

STANDARD 1.B CORE THEMES

There are four essential elements of the College's mission statement:

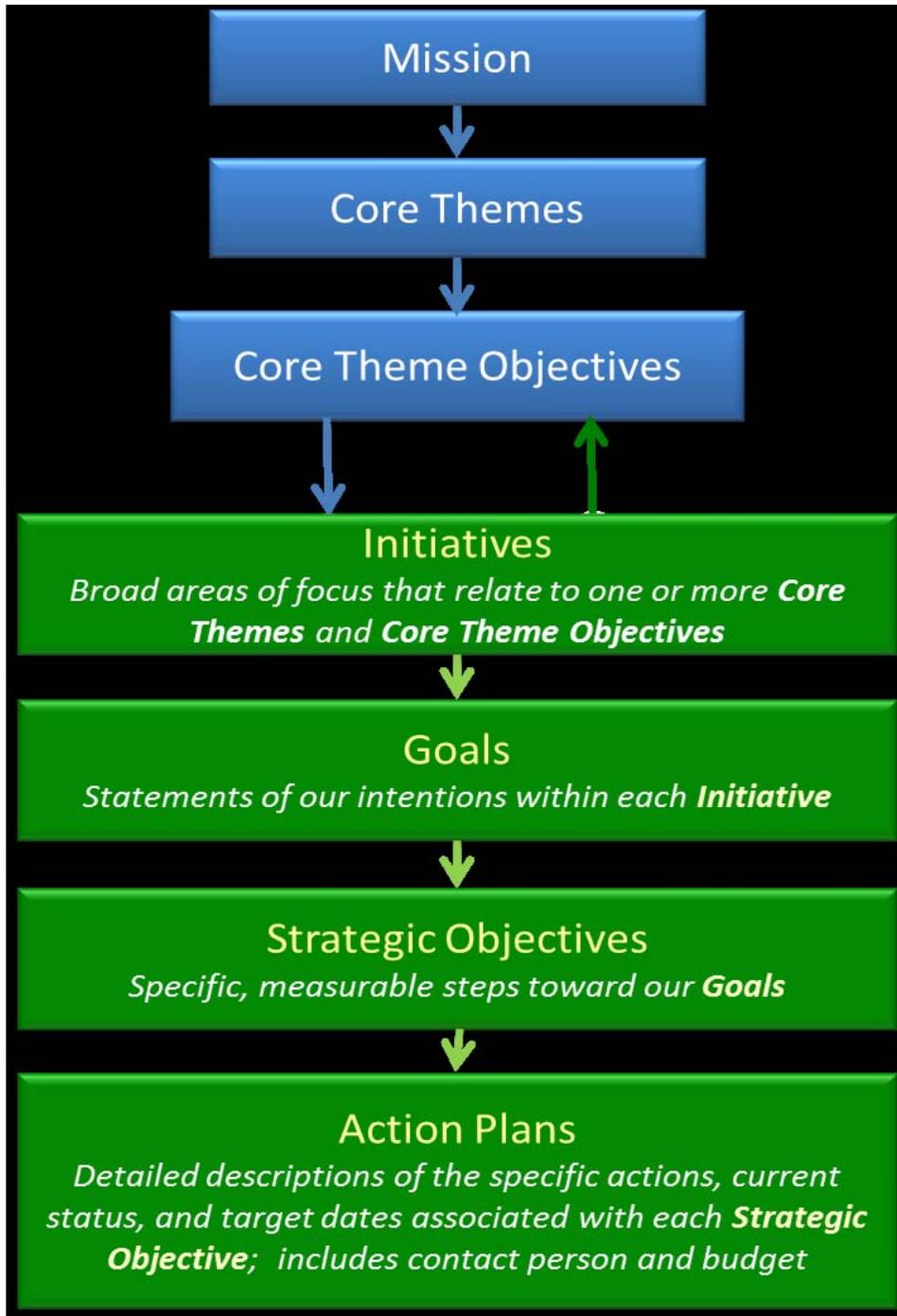
1. Educational
2. Workforce
3. Adult Education
4. Cultural needs

These elements are aligned with the College's five Core Themes, as the following mapping illustrates:

| Core Theme | Mission Alignment |
|--|-------------------|
| Educational Attainment/Student Success | 1, 2, 3 |
| Program Excellence | 1, 2, 3 |
| Community Engagement | 4 |
| Access & Diversity | 1, 2, 3, 4 |
| College Stewardship | 1, 2, 3, 4 |

As the graphic on the following page shows, the mission, Core Themes, and Core Theme objectives are aligned with the initiatives, goals, strategic objectives, and strategic action plans of the College's strategic plan.

This section continues by discussing each of the five Core Themes in turn, including the objectives, indicators, and rationale associated with each Core Theme. Targets are included for each indicator. Unless otherwise stated, the timeframe associated with each of the targets is assumed to be Year Seven.



Core Theme 1: Educational Attainment/Student Success

Shoreline Community College students will have the opportunity to complete their program and/or graduate with the academic preparation and skills necessary to continue their education, meet the demands of the workplace or improve their quality of life, consistent with the State of Washington's Community and Technical College system.

| Objective 1.1: Students successfully achieve their academic goals. | | | | | | | | | | | | | | |
|---|---|----------------------|------------------|------------------|------------------|-----|------|------|------|----|------|------|------|---|
| | | <i>Baseline</i> | <i>Target</i> | | | | | | | | | | | |
| Indicators | 1.1.1: IPEDS Graduation Rate plus Transfer Out Rate | 59% | 65% | | | | | | | | | | | |
| | 1.1.2: Data Linking for Outcomes Assessment (DLOA): Outcomes data showing estimated employment rate of professional-technical student completers (College's completer employment rate vs. SBCTC system average employment rate) | 80% – 77% = 3% | Greater than 0% | | | | | | | | | | | |
| | 1.1.3: GPA of the College's (SCC's) transfer students at the end of their initial fall quarter at the University of Washington (UW) compared with the GPA of all students at the UW for the same quarter. <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th><u>Fall 2008</u></th> <th><u>Fall 2009</u></th> <th><u>Fall 2010</u></th> </tr> </thead> <tbody> <tr> <td>SCC</td> <td>3.22</td> <td>3.19</td> <td>3.30</td> </tr> <tr> <td>UW</td> <td>3.19</td> <td>3.24</td> <td>3.20</td> </tr> </tbody> </table> <p>(NOTE: The above data will be updated as the UW updates its data)</p> | | <u>Fall 2008</u> | <u>Fall 2009</u> | <u>Fall 2010</u> | SCC | 3.22 | 3.19 | 3.30 | UW | 3.19 | 3.24 | 3.20 | GPA for SCC students range ± 0.03 points of overall UW students |
| | <u>Fall 2008</u> | <u>Fall 2009</u> | <u>Fall 2010</u> | | | | | | | | | | | |
| SCC | 3.22 | 3.19 | 3.30 | | | | | | | | | | | |
| UW | 3.19 | 3.24 | 3.20 | | | | | | | | | | | |
| Rationale | <p>The key indicators for Objective 1 focus on outcomes: student success is completion (as evidenced by graduation rates and transfer-out rates) with key skills (as evidenced by comparative employment rates and comparative GPAs). Indicator 1.1.1 allows the College to set an aspirational target. By norming to external institutions, indicators 1.1.2 and 1.1.3 help ensure that completion efforts do not come at the expense of the quality of our programs.</p> <p>1.1.1: Completing a degree or certificate and/or transferring to a four-year institution are key measures of a successful education.</p> <p>1.1.2: Employment rates are reasonable measures of success for professional-technical students, since immediate employment is normally the primary goal of their educational pursuits. However, the College recognizes that external factors may influence employment rates. Therefore, the baseline and targets are compared with those at all Washington state colleges.</p> <p>1.1.3: For transfer students, achieving success at the receiving institution indicates a successful foundation at SCC in lower division courses. While not all SCC students transfer to the UW (approximately 37.4% do), a comparison between SCC student GPA and UW GPA for the same students indicates the effectiveness of SCC's academic transfer programs.</p> | | | | | | | | | | | | | |
| Source | <p><u>1.1.1: IPEDS Data Feedback Report 2012.</u></p> <p><u>1.1.2: SBCTC Academic Year Report 2011-12</u></p> <p>1.1.3: Reports generated from the <u>National Community College Benchmark Project</u> and annual transfer data from baccalaureate institutions</p> | | | | | | | | | | | | | |

| Objective 1.2: Students display high rates of success in their programs of study. | | | |
|--|--|-----------------|---------------|
| | | <i>Baseline</i> | <i>Target</i> |
| Indicators | 1.2.1: Achieving the Dream—Basic Skills Gains (Year 1) | 47.2% | 50% |
| | 1.2.2: Achieving the Dream—Transfer quantitative points (Year 1) | 29.3% | 32% |
| | 1.2.3: Achieving the Dream—Workforce 30-credit points (Year 1) | 20.1% | 25% |
| | 1.2.4: Mean response to Community College Survey of Student Engagement (CCSSE) questions 13.1, a–k (use of student support services), where 0 represents “don’t know/NA,” 1 represents “rarely/never,” 2 represents “sometimes,” and 3 represents “often.” | 1.52 | 1.75 |
| Rationale | <p>Indicators 1.2.1, 1.2.2, and 1.2.3 aim at measuring progress towards completion. They are based on the nationwide Achieving the Dream (ATD) initiative, which is a widely adopted and recognized data set that measures students’ momentum toward furthering their education. Each of these measures indicates the extent to which the College enables its students to make progress towards their goals. The percentages indicated in the baseline and target areas reflect how many students in the respective levels of achievement show momentum in three categories: basic skills gains, transfer qualitative points, and workforce 30-credit points.</p> <p>The above measures are closely aligned with the American Association of Community Colleges (AACC) “Recommendation #1: Redesign Students’ Educational Experiences” in its <i>Reclaiming the American Dream</i> report, a resource that was used in the creation of the College’s strategic plan. The AACC recommendation reads as follows: “Increase completion rates of students earning community college credentials (certificates and associate degrees) by 50% by 2020, while preserving access, enhancing quality, and eradicating attainment gaps associated with income, race, ethnicity, and gender” (page x).</p> <p>1.2.4: This indicator focuses on student use of support services. The Commission recommended that “the institution document how institutional activities support the college mission and Core Themes and, where appropriate, develop or restore needed services, such as academic advising” (Recommendation 6). By taking the mean of responses to CCSSE questions 13.1, a–k, the College intends to measure student use of support services and target their increased use. The College tracks student “use” of its various student services rather than student “satisfaction” because usage provides a better indication of how many students are aware of and actually <i>utilize</i> these services. The College believes that utilization is a better measure of efforts to increase student retention and completion, which naturally correlates with student success.</p> | | |
| Source | <p>1.2.1–1.2.3: <u>SBCTC Achieving the Dream Measures 2012</u> (based on SAI data)</p> <p>1.2.4: Community College Survey of Student Engagement (CCSSE)</p> | | |

Alignment Between Core Theme Indicators and Strategic Plan Goals

- Core Theme indicator 1.1.1 — Strategic Plan Initiative 1: Goals 1.3 and 1.6
- Core Theme indicator 1.1.2 — Strategic Plan Initiative 1: Goals 1.3 and 1.6 and Initiative 2: Goal 2.1
- Core Theme indicator 1.1.3 — Strategic Plan Initiative 1: Goals 1.3, 1.5, and 1.6
- Core Theme indicator 1.2.1 — Strategic Plan Initiative 1: Goals 1.3 and 1.6
- Core Theme indicator 1.2.2 — Strategic Plan Initiative 1: Goals 1.3 and 1.6
- Core Theme indicator 1.2.3 — Strategic Plan Initiative 1: Goals 1.3 and 1.6
- Core Theme indicator 1.2.4 — Strategic Plan Initiative 1: Goals 1.3, 1.5, and 1.6

References

1.2.1–1.2.3: Achieving the Dream

1.2.4: Community College Survey of Student Engagement, Question 13.1

Indicate how often you use the following services:

- a. Academic Advising/Planning
- b. Career Counseling
- c. Job Placement Assistance
- d. Peer or Other Tutoring
- e. Skill Labs (Writing, Math, etc.)
- f. Child Care
- g. Financial Aid Advising
- h. Computer Lab
- i. Student Organizations
- j. Transfer Credit Assistance
- k. Services to Students with Disabilities

*Scale and Answers: 0=Don't Know/N.A;
1=Rarely/Never; 2=Sometimes; 3=Often*

Core Theme 2: Program Excellence

Shoreline Community College strives for continuous improvement in its educational programs to meet the needs of students, employers, colleges and universities, and community partners. The College promotes the excellence of its programs locally, statewide, nationally and internationally.

| Objective 2.1: Students perceive that the college prepared them adequately. | | | |
|--|--|-----------------|---------------|
| | <i>See References, below, for details of indicator questions.</i> | Baseline | Target |
| Indicators | 2.1.1: Mean response to CCSSE item 4p (how often the student worked harder than expected to meet an instructor's standards) | 2.68 | 3.00 |
| | 2.1.2: Mean response to CCSSE item 12e (how much the College helped the student develop critical and analytical thinking skills) | 3.03 | 3.30 |
| | 2.1.3: Percentage of students responding "excellent" to CCSSE item 9 (perceived preparation that the College provided for present job or study) | 35.8% | 42% |
| Rationale | <p>Rather than focusing on data that show the excellence of a wide range of individual programs, the College has chosen students' perceptions of programs in which they are enrolled as key indicators for assessing this objective.</p> <p>2.1.1: The mean response to CCSSE item 4p reflects the extent to which the students feel that the College is encouraging them to stretch themselves academically. <i>Scale: 4 = very often; 3 = often; 2 = sometimes; 1 = never</i></p> <p>2.1.2: The mean response to CCSSE item 12e is a measure of whether students feel they are developing the thinking skills that will help them develop after college. <i>Scale: 4 = very much; 3 = quite a bit; 2 = some; 1 = very little</i></p> <p>2.1.3: The percentage of students responding with "excellent" to CCSSE item 9 reflects the extent to which the College prepared them for either their job or current course of study; an "excellent" rating suggests that the College prepared them well, which is a reasonable proxy for arguing that the student was pushed to achieve. <i>Scale: 4 = Excellent; 3 = Good; 2 = Fair; 1 = N/A</i></p> | | |
| Source | <p>2.1.1 and 2.1.2: <u>CCSSE 2011 Deployment (Winter 2011)</u> 2.1.3: <u>2012 Graduate Survey (in house with Washington State University)</u></p> | | |

| Objective 2.2 Students express satisfaction that the college delivered a quality education | | | |
|---|--|-----------------|---------------|
| | | <i>Baseline</i> | <i>Target</i> |
| Indicators | 2.2.1: Percentage strongly agreeing when answering Question 11a (excellent faculty) | 50.5% | 55% |
| | 2.2.2: Percentage strongly agreeing when answering Question 11b (program kept pace) | 43.3% | 47% |
| | 2.2.3: Percentage strongly agreeing when answering Question 11h (overall quality of program) | 44% | 48% |
| Rationale | <p>As with Objective 2.1, the College decided to use student perceptions as key indicators. Using both current and former students enables the College to acquire a broad depiction of how it is meeting student needs for quality in the programs in which they are enrolled.</p> <p>2.2.1: Responses to question 11a reflect student perception that the instruction is “of quality.”</p> <p><i>Scale: 4 = strongly disagree; 3 = somewhat disagree; 2 = somewhat agree; 1 = strongly agree</i></p> <p>2.2.2: Responses to question 11b show the extent to which the College keeps its programs current with industry and academic needs and trends. This requires, in part, building and maintaining industry partnerships.</p> <p><i>Scale: 4 = strongly disagree; 3 = somewhat disagree; 2 = somewhat agree; 1 = strongly agree</i></p> <p>2.2.3: Responses to question 11h directly measure students’ perception of the quality of programs in which they were enrolled.</p> <p><i>Scale: 4 = strongly disagree; 3 = somewhat disagree; 2 = somewhat agree; 1 = strongly agree</i></p> | | |
| Source | 2012 Graduate Survey (in house with Washington State University) | | |

Alignment Between Core Theme Indicators and Strategic Plan Goals

- Core Theme indicator 2.1.1 — Strategic Plan Initiative 1: Goals 1.3 and 1.6
- Core Theme indicator 2.1.2 — Strategic Plan Initiative 1: Goals 1.3 and 1.6 and Initiative 2: Goal 2.2
- Core Theme indicator 2.1.3 — Strategic Plan Initiative 1: Goals 1.3 and 1.6
- Core Theme indicator 2.2.1 — Strategic Plan Initiative 1: Goals 1.3 and 1.6 and Initiative 2: Goal 2.1
- Core Theme indicator 2.2.2 — Strategic Plan Initiative 1: Goals 1.3 and 1.6 and Initiative 2: Goal 2.1
- Core Theme indicator 2.2.3 — Strategic Plan Initiative 1: Goals 1.3, 1.5, and 1.6 and . Initiative 2: Goals 2.1 and 2.2

References

CCSSE Question 4p

“In your experience at this college during the current school year, about how often have you done each of the following? . . . Worked harder than you thought you could to meet an instructor’s standards or expectations.” *Scale and answers: 4 = very often; 3 = often; 2 = sometimes; 1 = never*

CCSEE Question 12e

“How much has your experience at this college contributed to your knowledge, skills, and personal development in the following areas? . . . Thinking critically and analytically.” *Scale and answers: 4 = very much; 3 = quite a bit; 2 = some; 1 = very little*

Graduation Survey Question 9

“Overall, how would you rate the preparation SCC provided for your present job or study?” *Scale and answers: 4 = Excellent; 3 = Good; 2 = Fair; 1 = N/A*

Graduation Survey Question 11 (a, b, h)

“Please tell us how much you agree or disagree with each of the following statements:

11a: Faculty were excellent

11b: My program kept pace with recent trends and developments in the industry

11h: The overall quality of my program was excellent”

Scale and answers: 4 = strongly disagree; 3 = somewhat disagree; 2 = somewhat agree; 1 = strongly agree

Core Theme 3: Community Engagement

Shoreline Community College initiates, cultivates and nurtures relationships with the many communities it serves, including Shoreline and Lake Forest Park, local school systems, businesses, the Shoreline Community College Foundation, community-based, state, national and international communities.

| Objective 3.1: The College engages with appropriate communities. | | | |
|---|--|-----------------|-----------------------|
| | | <i>Baseline</i> | <i>Target</i> |
| Indicators | 3.1.1: Annual engagements with the general community (number of engagement opportunities) | 17 | 21 (+20% per year) |
| | 3.1.2: Annual engagements with business-related communities (number of business workshops) | 30 | 33 (+10% per year) |
| | 3.1.3: Annual engagements with government-related communities (dollar amount of grants and contracts the College receives from various local, state and federal government agencies) | \$3,500,000 | \$5,500,000 |
| | 3.1.4: Annual engagement with international communities (number of “likes” to the SCC International Education program’s Facebook page as of June 30, 2013) | 13,279 | 40,000 (total) |
| | 3.1.5: Annual engagement with local public school district (student count from main feeder high schools) | 242 | 270 |
| Rationale | <p>The College acknowledges that there are many communities with which it may engage; the College interprets “community engagement” as the ability of the institution to interact with appropriate communities in ways that both the College and community members determine to be meaningful. The College defines “appropriate communities” as those that align with the College’s mission. Appropriate communities include, but are not limited to, those identified in the indicators (general, business, government, international and public school district). The College defines the general community as a demographically representative sample of the College’s service district.</p> <p>3.1.1: College employees and students participate in both on- and off-campus events, communications and other engagement opportunities that are open to and intended to attract appropriate <i>general community members</i>. The College both hosts and attends on- and off-campus events geared toward cultivating general community participation. Such events that attract 100 or more participants establish the baseline and are reflected in the general campus events calendar as well as the calendar of the employee responsible for such events. The target includes anticipated additional opportunities that come through initiation and cultivation of general community connections.</p> <p>3.1.2: College employees and students participate in both on- and off-campus events, communications, and other engagement opportunities that are open to and attract appropriate <i>business community members</i>. The Small Business Accelerator program is supported by a contract between the College and the City of Shoreline, designed to provide advice and expertise to local businesses and entrepreneurs, and it is one illustration of nurturing engagement with the business community. The baseline is established by the core component of the contract, which calls for 30 “Quickstart Shoreline” business workshops that are free and allow for open attendance in fiscal year 2013. The target includes those workshops and additional business support interactions that come as a result</p> | | |

| | |
|---------------|---|
| | <p>of the baseline events and are outside the contractual obligation but are of benefit to the College and community.</p> <p>3.1.3: College employees and students participate in both on- and off-campus events, communications, and other engagement opportunities that are open to and attract appropriate <i>government-related community members</i>. The College actively engages with a variety of other government entities as needed for mission fulfillment. A reflection of those activities is the dollar amount of grants and contracts that the College receives from various local, state and federal government agencies. The baseline represents the dollar-value of grants and contracts received through the College’s grants office in fiscal year 2012, the most recent year for which complete records are available. The target is the anticipated increased value of grants and contracts received through the grants office in fiscal year 2014.</p> <p>3.1.4: College employees and students participate in both on- and off-campus events, communications, and other engagement opportunities that are open to and attract members of the <i>international community</i>. Social media–based communication with the international community illustrates engagement initiation. According to a <u>2011 white paper by ExactTarget.com</u>, a digital marketing communications company and division of market-leading salesforce.com, the essential purpose of a Facebook “like” is to establish a connection and should be seen as the beginning of a relationship. The baseline is the number of “likes” to the International Education program’s Facebook page (www.facebook.com/SCCinternational) as of June 30, 2013. The target indicates the goal for International Education program’s Facebook page “likes” as of June 30, 2014.</p> <p>3.1.5: College employees and students participate in both on- and off-campus events, communications, and other engagement opportunities that are open to and attract students from the <i>Shoreline School District</i>. The number of students from the district’s two high schools enrolling at the College is an indicator of engagement with the district, those schools and the students. (NOTE: The College may adapt this to be a percentage students from district high schools who enroll.)</p> |
| Source | <p>3.1.1: College event calendar and event coordinator calendar</p> <p>3.1.2: Small Business Accelerator program monthly reports</p> <p>3.1.3: Grants and contracts office records</p> <p>3.1.4: College International Education Facebook page analytics (http://www.exacttarget.com/resources/SFF10_highres.pdf)</p> <p>3.1.5: <u>Factbook-Based Special Report - HS Influx</u></p> |

Alignment Between Core Theme Indicators and Strategic Plan Goals

- Core Theme indicator 3.1.1 — Strategic Plan Initiative 1: Goal 1.3 and Initiative 2: Goal 2.2
- Core Theme indicator 3.1.2 — Strategic Plan Initiative 1: Goals 1.2 and 1.3; Initiative 2: Goals 2.1, 2.2, and 2.3; and Initiative 3: Goals 3.2a and 3.2b
- Core Theme indicator 3.1.3 — Strategic Plan Initiative 1: Goals 1.3 and 1.4; Initiative 2: Goals 2.1, 2.2, and 2.3; and Initiative 3: Goals 3.2a and 3.2b
- Core Theme indicator 3.1.4 — Strategic Plan Initiative 1: Goals 1.2, 1.3 and Initiative 2: Goals 2.2 and 2.3.
- Core Theme indicator 3.1.5 — Strategic Plan Initiative 1: Goals 1.3, 1.4, and 1.6 and Initiative 2: Goal 2.2

Core Theme 4: Access & Diversity

Shoreline Community College maximizes student access to all its transfer, professional/technical and developmental programs. Shoreline Community College promotes a diverse student body and employees who reflect the local, state, regional and international communities that the college serves.

| Objective 4.1: Increase access for diverse student populations. | | | |
|--|--|-----------------|---------------|
| | | <i>Baseline</i> | <i>Target</i> |
| Indicators | 4.1.1: Number of students receiving financial aid in the form of Pell grants | 1,901 | 2,000 |
| | 4.1.2: Number of reporting students who identify as being of persons of color (headcount) | 1,961 | 3,400 |
| | 4.1.3: Number of international students (headcount) | 716 | 1,500 |
| | 4.1.4: Enrollment in fully online classes (FTEs) | 827 | 2,000 |
| | 4.1.5: Number of students self identifying as disabled seeking accommodation (headcount) [two-year target] | 409 | 600 |
| | 4.1.6: Number of students enrolled in Veteran status (headcount) [two-year goal] | 242 | 500 |
| Rationale | <p>4.1.1: Financial aid distribution in the form of Pell grants, which are given according to financial need, allows for a larger low-income student population to be served. Facilitating college entry for these students helps the College increase socioeconomic diversity within its student body.</p> <p>4.1.2: This indicator shows how the College is fulfilling its mission to serve “diverse populations” by increasing access to students of color (i.e., excluding “White” or “Other”).</p> <p>4.1.3: The presence of international students is one more level of diversity, beyond “local” ethnic counts, which the College monitors closely. The College’s present focus is on building an international student presence on campus as part of its Strategic Plan Initiative 1.2: “Internationalize the Campus.”</p> <p>4.1.4: eLearning is a mode of instruction that facilitates access by students who have diverse needs and circumstances that otherwise limit their ability to attend classes on campus; these circumstances often include employment responsibilities, family obligations, or health challenges.</p> <p>4.1.5 and 4.1.6: The Office of Special Services anticipates an increase in enrollment for students with disabilities and Veterans over the next two years as a result of the College’s on-campus Veterans initiative.</p> | | |
| Source | <p>4.1.1: IPEDS Data Feedback Report 2012 (Figure 6)</p> <p>4.1.2: SBCTC Fall Quarter Report 2012</p> <p>4.1.3: SBCTC Fall Quarter Report 2012</p> <p>4.1.4: SCC Enrollment Data</p> <p>4.1.5: SBCTC Fall Quarter Report 2012</p> <p>4.1.6: SCC Enrollment Data</p> | | |

| Objective 4.2: The College workforce reflects the diversity of the communities it serves. | | | |
|--|---|-----------------|---------------|
| | <i>Objectively measurable indicators for “diversity” are limited to public agency statistical data.</i> | Baseline | Target |
| Indicators | The College’s workforce includes representation of specific diverse populations. | | |
| | 4.2.1: Racial and ethnic minority groups | 27.2% | 29.5% |
| | 4.2.2: Gender (women) | 60.4% | 50.1% |
| | 4.2.3: Age (40+ years old) | 85.9% | 55.0% |
| | 4.2.3: Disability | 2.0% | 3.6% |
| | 4.2.4: Veteran status | 2.7% | 4.9% |
| Rationale | Goal-setting and progress toward achieving statistically meaningful representation of historically underrepresented groups in the College workforce requires an objective comparison to be made insofar as is possible. Here, the College compares its current workforce to available diversity profiles in the counties in which its employees reside (approximately 60% in Snohomish County and 40% in King County). In some cases, the College is already meeting its targets; those areas are nevertheless shown so that they can be tracked to ensure continued success. | | |
| Source | 4.2.1–4.2.4: College human resources data and county data from the census and the Employment Security Department | | |

Alignment Between Core Theme Indicators and Strategic Plan Goals

Core Theme indicator 4.1.1 — Strategic Plan Initiative 1: Goals 1.1 and 1.3

Core Theme indicator 4.1.2 — Strategic Plan Initiative 1: Goal 1.1

Core Theme indicator 4.1.3 — Strategic Plan Initiative 1: Goal 1.2

Core Theme indicator 4.1.4 — Strategic Plan Initiative 1: Goal 1.3

Core Theme indicator 4.1.5 — Strategic Plan Initiative 1: Goal 1.3

Core Theme indicator 4.1.6 — Strategic Plan Initiative 1: Goals 1.3, 1.5, and 1.6

Core Theme indicators 4.2.1–4.2.4 — Strategic Plan Initiative 3: Goal 3.2

Core Theme 5: College Stewardship

On behalf of the citizens of the State of Washington, Shoreline Community College serves as a model of effective, transparent and ethical stewardship with a focus on fiscal resources, college employees, compliance with laws and regulations, and facilities management.

| Objective 5.1: The College manages and monitors its financial resources in support of its mission. | | | |
|---|--|-----------------|---------------|
| | | Baseline | Target |
| Indicators | 5.1.1: Maximum budget-to-actual variance (negative numbers indicate spending under budget, positive numbers over budget) | -5.6% | ±5.0% |
| | 5.1.2: Number of internal process compliance audits completed within each year | 0 | 2 |
| | 5.1.3: Number of major, College-wide strategic initiatives or department-based programs for which all activities are directed and funded by a strategic action plan (SAP) | 3 | 5 |
| Rationale | <p>5.1.1: A low budget-to-actual variance demonstrates that the College is neither overspending its resources nor failing to use appropriated resources fully in service to students.</p> <p>5.1.2: Internal audits promote a culture of accountability and prepare the College for audits by external parties to ensure that resources are used appropriately.</p> <p>5.1.3: The use of SAPs for funding decisions ties budgetary appropriations to strategic outcomes and promotes accountability through regular follow-up on outcomes.</p> | | |
| Source | <p>5.1.1: Budget reports to the Board of Trustees</p> <p>5.1.2: Internal audits performed by the Financial Services Department</p> <p>5.1.3: SAP requests, final funding reports, and monitoring</p> | | |

| Objective 5.2: The college manages its employees in an effective, transparent and ethical manner. | | | |
|--|--|-----------------|---------------|
| | | Baseline | Target |
| Indicators | 5.2.1: Percentage of employee evaluations completed as required by contractual or administrative procedure | 30% | 95% |
| | 5.2.2: Employee climate survey mean response of all employees on all questions (scale of 1 lowest to 5 highest) | 3.15 | 3.50 |
| Rationale | <p>5.2.1: Research indicates that evaluations help improve morale, which in turn will reduce staff turnover, enabling the College to retain experienced personnel. Furthermore, staff evaluations reflect attention to performance and efficiency, and the process allows for refocusing of staff efforts.</p> <p>5.2.2: Conducting and using the information provided in the College's employee climate survey provides feedback regarding accountability, communication, and working conditions. These data represent an overall grade for the College and its work environment.</p> | | |
| Source | <p>5.2.1: College's Office of Human Resources</p> <p>5.2.2: SCC Employee Climate Survey, March 2012</p> | | |

| Objective 5.3: The College assesses, manages, and monitors its facilities/infrastructure, technologies, and policies and procedures to create an environment that supports student learning and success. | | | |
|---|---|-----------------|---------------|
| | | <i>Baseline</i> | <i>Target</i> |
| Indicators | 5.3.1: The College maintains and replaces technical systems and infrastructure in support of current operating systems and applications, per compliance with an established maintenance and replacement schedule. | 83% | 100% |
| | 5.3.2: Policies and procedures will be reviewed annually to ensure they are relevant, current, and accurate. | 5 per year | 70 per year |
| | 5.3.3: College facilities and infrastructure will be maintained using the Facility Condition Survey (FCS) to develop physical plant project planning. (NOTE: Lower FCS scores are better.) | 313 | 275 |
| Rationale | <p>5.3.1: Compliance with maintenance and replacement schedule ensures that the College’s technical and operating systems are efficient and reliable.</p> <p>5.3.2: Policies and procedures need to be current and accurate to ensure the successful operation of the College. The College includes Washington Administrative Code (WAC) sections, Board of Trustees resolutions and policy governance entries, as well as the College policy manual entries in its review.</p> <p>5.3.3: Well maintained and updated facilities enhance the learning environment for students and the work environment for campus employees.</p> | | |
| Source | <p>5.3.1: College technology maintenance and replacement schedule</p> <p>5.3.2: All policies listed in rationale</p> <p>5.3.3: SBCTC Facilities Condition Survey</p> | | |

Alignment Between Core Theme Indicators and Strategic Plan Goals

Core Theme objectives 5.1–5.3 — Strategic Plan Initiative 3: Goal 3.2

CONCLUSION

This Year One Self-Evaluation Report provides an overview of the alignment of the College's mission and vision, Core Themes, and Core Theme objectives. It addresses Standard One, including mission, Core Themes, and expectations as outlined in the new accreditation standards set forth by the Commission. The alignment of these key elements is essential as the College progresses through the remaining standards to evaluate its mission fulfillment.

The College's vision that "We will be a world-class leader in student success and community engagement," is supported by the College's mission of "We are dedicated to serving the educational, workforce and cultural needs of our diverse community." The Core Themes are designed to manifest essential elements of the College mission and include: (1) educational attainment and student success, (2) program excellence, (3) community engagement, (4) access and diversity, and (5) college stewardship. Each Core Theme has objectives and indicators that are relevant and measurable. The College has set a goal of meeting 100% of the Core Theme objectives. Successfully meeting this goal is defined as meeting 50% or more of the indicators associated with a particular Core Theme objective.

The College has faced significant changes and challenges due to seven years of the state's economic uncertainty and actual budget reductions imposed in each of the past seven years. Despite these reductions, however, the College has made significant progress toward fulfilling its mission. With an allocation from the state of Washington for fiscal year 2014 (beginning July 2013) that allows for more funding than in fiscal year 2013, the College is in a position to restore many eliminated services.

The new strategic was presented to the Board of Trustees in March 2013. The plan consists of three major initiatives: (1) increase enrollment, retention, and completion, (2) leverage community engagement, and (3) develop physical/technical infrastructure and human resources.

The Strategic Planning and Budget Committee has, over the past four years, designed a process that allows the College to direct resources to areas of strategic importance. The key component of the process is the formation of strategic action plans (SAPs). In the spring of 2013, departments and divisions were encouraged to submit monetary requests that would go beyond the level-funding threshold by preparing either an abbreviated or a full version of an SAP. This process also addressed one of the Commission's recommendations in the October 2012 accreditation report, namely, to build stronger links between planning and budgeting. The College established target dates for budget review and input, finalized the operating budget, and will submit it to the Board of Trustees for approval at its September 25, 2013, meeting. In all, 33 plans were submitted to the SPBC for review, submitters were invited to explain the requests. The SPBC then forwarded the requests and its review information to the Senior Executive Team. Ultimately 25 plans (both full and abbreviated) were approved or conditionally approved.

The first awards from the College's new Innovation and Opportunities Fund will bring new classes, programs and partnerships to students. The Fund was established by the Board of Trustees in October 2012 as part of a comprehensive package of reserve funds. The Innovation and Opportunities Fund received an initial allocation of \$2 million. One requirement for these awards is that recipients measure the impact of their projects in relation to the College's Core Themes and strategic plan.

The College will use the written response from the evaluator panel for this Year One Self-Evaluation Report to strengthen Standard One. The College will then be well positioned to complete its Year Three report in 2015.

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Appendix A

SHORELINE COMMUNITY COLLEGE STRATEGIC PLAN 2013

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**Shoreline Community College
STRATEGIC PLAN 2013**

Initiative # 1 Increase Enrollment, Retention, and Completion

GOALS:

- 1.1 Streamline enrollment and financial aid processes for students
 - 1.2 Internationalize the campus
 - 1.3 Increase enrollment, retention and completion
 - 1.3a International students
 - 1.3b On-line students
 - 1.3c Veteran students
 - 1.4 Increase K-12 collaboration and pathways to completion
 - 1.5 Improve access to and quality of academic advising including an emphasis on
 - 1.5a International
 - 1.5b ESL
 - 1.5c Developmental Education
 - 1.6 Manage college enrollment, retention, and completion to increase “Student Achievement Initiative” (SAI) points
-

Initiative #2 Leverage Community Engagement

GOALS:

- 2.1 Close the skills gap by developing instructional programs to meet Industry needs
 - 2.2 Develop business partnerships and community relationships
 - 2.3 Increase resources/revenue
-

Initiative #3 Develop Physical / Technical Infrastructure and Human Resources

GOALS:

- 3.1 Empower staff and faculty through employee training and professional development
- 3.2 Improve infrastructure to appropriately meet current and future campus needs
 - 3.2a Technological
 - 3.2b Physical
- 3.3 Review and Streamline the college’s administrative processes

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Appendix B
SAMPLE STRATEGIC ACTION PLAN

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Abbreviated Strategic Action Plan

Enrollment Services – Credentials Evaluator 2 (Degree Audit) April 17, 2013

Step 1: Initiative (select from SP):

Initiative #1: Increase Enrollment, Retention, and Completion

Step 2: Identify Core Theme

Core Theme 1: Educational Attainment/Student Success

Core Theme 4: Access Diversity

Step 3: Goal (select from SP)

- 1.1: Streamline enrollment and financial aid processes for students.
- 1.3: Increase enrollment, retention and completion
- 1.5: Improve access to and quality of academic advising
- 1.6: Manage college enrollment, retention, and completion to increase “Student Achievement Initiative” (SAI) points

Step 4: Write Strategic Objective(s) (specific measurable goal step towards meeting goal)

Request funding for a permanent, full-time, Credentials Evaluator 2 to fully implement and provide on-going maintenance to the Degree Audit Module, which includes online self-service for students, and provides advisors with online access to accurate student data, incorporating incoming and Shoreline credits, via download into the Advising Data Portal.

| Strategic Goal | Result | Means of measurement |
|--|--|---|
| Improved self-service access for students | Students have improved access to assess their progress toward their educational goals, as measured by student survey | In-house survey of students will ask questions to demonstrate better access to information about their progress than before implementation |
| Increased awareness of the importance of academic advising | Increased awareness will be measured by a 10% increase over student responses on 2011 CCSSE | In-house survey will ask students a question like that on the 2011 CCSSE survey, regarding awareness of the importance of academic advising |
| Increased satisfaction with advising received | Increased satisfaction will be measured by a 10% increase over student responses on 2011 CCSSE | In-house survey will ask students a question like that on the 2011 CCSSE, regarding satisfaction with advising received |
| Increased frequency of advising | Increased frequency of advising will be measured by a 10% increase over student responses on 2011 CCSSE | In-house survey will ask students a question like that on the 2011 CCSSE, regarding their frequency of advising |

