COMMUNITY AND TECHNICAL COLLEGES
Washington State Board

Northwest Commission on College and Universities (NWCCU)
Annual Update for Washington State Quality Awards (WSQA)
Academic Year 2021 - 2022
Due October 28, 2022

College Name: Shoreline Community College

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Accreditation recommendations to the College and year of recommendation	Actions taken by the college to address recommendations	Improvement results
Recommendation 1: Fall 2020 Mission Fulfillment and Sustainability Provide evidence of a systematic method for collecting, storing, accessing, using and sharing data for the purposes of on-going and systematic evaluation, planning, resource allocation and informing decision-making toward improving institutional effectiveness and achieving mission fulfillment. (2020 Standard(s) 1.B.1;1.B.2)	Since 2020, fundamental pieces of infrastructure have been put into place to implement a robust cycle of assessment and planning, including: • Planning framework • Board & President's goals • Dashboards (based on SBCTC tools) to assess student success • Moving resources & organizational structure (Executive Director of Institutional Effectiveness) • Reporting calendar on key indicators	Ad hoc evaluation by NWCCU indicated need for immediate next steps: • Develop a calendar of planning and assessment events with regularly scheduled activities for which all areas are held accountable. • Institutionalize and sustain an assessment system. • Engage in more extensive campus-wide communication and buy-in is needed. Integrated the components developed into one system leading to a regularly completed cycle that fosters continuous improvement toward mission fulfillment.

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Recommendation 2: Fall 2020 Mission Fulfillment and Sustainability Engage in assessment practices that focus on systematic and ongoing assessment of course learning outcomes that lead to program learning outcomes in general education, all instructional and student support areas. Assessments must be used to improve student learning outcomes and inform academic and learning support-planning and practices. (2020 Standard 1.C.5; 1.C.6; 1.C.7)	• Shoreline has engaged in a significant amount of work since Fall 2020 to address this recommendation. • Developed resources including handbook of outcomes assessment, Course Outcome Assess Reflection report template, Program Outcome Assessment Report template, step-by-step guides on how to assess course/program learning outcomes, SharePoint repository for all outcomes assessment work • Added full-time administrative position • Increased participation of faculty in course, program, and college-wide outcomes assessment • Expectations for annual program-level outcomes assessment established, course-level outcomes assessment assigned to faculty in 26 courses • The Shoreline Student Learning Outcomes (SSLO) model: Within each category, different versions of assessable outcome statements will be developed, and each Shoreline degree program will use and assess the outcome version that best aligns with what students learn in that program. This model is a significant step forward because it is more transparent and allows programs to decide how best to assess a specific version within their program.	An ad hoc evaluation in Fall 2022 indicated the following next steps to address this recommendation: • Systematize outcomes assessment into an integrated process to evaluate the quality of learning in its programs. • Evaluate the efficacy of the proposed assessment process with an eye toward systemization, information sharing, and collaboration at all levels of the college. • Seek out best practices in college transfer program assessment. • Increase the scope of assessment activities in order to provide a clear picture of all student learning in a systematic, timely way to better inform planning activities.

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Recommendation 3: Fall 2020 Mission Fulfillment and Sustainability
 	
Use disaggregated student achievement data including persistence, completion, retention, and post-graduate success for continuous improvement to inform planning, decision making and allocation of resources. Performance on these indicators should be widely published and continually used to promote student achievement, improve student learning, and close equity gaps. (2020 Standard(s) 1.D.2;1.D.3;1.D.4)
	Key indicators are in development. Shoreline is transitioning from indicators supporting different areas of the college to more college-wide, intuitive indicators:
	
	• Student Learning (course, program, college-wide)
	• Enrollment (already tracking, reported quarterly)
	• Equity in access (enrollment disaggregated, ask who are we NOT serving)
	• Student success ([Shoreline dashboard](#)) → Shaped by Guided Pathways & Title III Grants
	  o Attaining 15-college level credits in one year
	  o Fall-to-winter retention
	  o College-level math & English within one year
	  o Fall-to-fall retention
	  o Completion
	  o Employment placement
	  o Transfer out rate
	• Equity in student success (all measures above disaggregated)
	• Fiscal health (already tracking) - Fiscal Stewardship and Accountability Sharepoint
	  o Budget-to-actual comparisons
	  o Reserves
		The regular calendar of planning and assessment events will include reporting on these indicators for the Board of Trustees and the campus community broadly.
		
		Once clarified, student success metrics will be published on the College's web site.
		
		Shoreline will identify local and national benchmarks for published student success indicators.

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Recommendation 4: Fall 2020 Mission Fulfillment and Sustainability Develop and publish a transfer credit policy that clearly defines and maintains the integrity of its programs. This policy should facilitate the efficient mobility of students desirous of the completion of their educational credits, credentials, or degrees in furtherance of their academic goals. This policy should also be widely published and easily accessible. (2020 Standard(s) 1.C.8)	This recommendation was addressed and lifted by NWCCU in February of 2022.	
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Recommendation 5: Fall 2020 Mission Fulfillment and Sustainability Manage financial resources transparently by defining, developing and sharing financial processes, policies, and budget development decisions, including ongoing budget management and annual financial statements. Stakeholders should have opportunities for meaningful participation in the budget development process. (2020 Standard(s) 2.E.2;2.E.3)	In the past two years, Shoreline has developed important tools and resources for ongoing, transparent management of financial resources. The Acting Vice President for Business and Administrative Services has provided regular updates for the campus community on actual-to-budget revenue and expenses The College has established a Fiscal Stewardship and Accountability Sharepoint site to serve as a repository for sharing information about budget management in an ongoing, transparent way.	An essential component of this type of transparent financial resource management is a regular calendar of using data to inform resource allocation, which will also address Recommendation #1. The budget development policy has been updated to include concerns in this recommendation. In addition, the College also will be using program reviews throughout the institution to assist in the overall budget development process.