SELF-STUDY EXECUTIVE SUMMARY

SHORELINE COMMUNITY COLLEGE

Fall 2002

Overall, Shoreline Community College is doing an excellent job of pursuing its mission, serving its students, and connecting to its communities. In addition to the more specific concerns addressed under each of the nine standards, the following areas of strength, progress and improvement provide an overall analysis of the institution as a whole, based on the self-study process.

Accreditation is a process by which institutions are evaluated and recognized for their performance against a set of generally-accepted standards. The purpose of accreditation is to ensure that post-secondary institutions such as Shoreline Community College are meeting their obligations to provide quality educational services to the community. Specifically, accreditation is intended to fulfill the following purposes:

1. Foster excellence in post-secondary education through the development of guidelines to assess educational effectiveness;
2. Encourage improvement of educational endeavors;
3. Ensure that an institution has clearly defined and appropriate educational objectives that are measurable and quantifiable;
4. Provide counsel and assistance to both established and developing institutions.

The accrediting process requires institutions and programs to examine their own goals, operations and achievements through a self-study that yields a critical analysis of strengths and opportunities for growth of the institution. Upon completion of the self-study, the process also provides for expert criticism and suggestions of a visiting evaluation committee, and later, the recommendations of the accrediting body.

Being an accredited institution improves our students' access to financial aid, enhances our ability to qualify for grant funds, and allows students to transfer their credits more readily to other accredited institutions.

Following is a summary of Shoreline Community College¹s self-study. This self-study is the culmination of many hours of examination and evaluation over the past two years. Virtually every division and department on campus was involved in this evaluation. We are pleased to present this summary to our faculty, staff, students, and the general community in addition to the Commission on Colleges and Universities of the Northwest Association of Schools and Colleges, our accrediting body.

AREAS OF STRENGTH

People
Our greatest strength is our people. The College's faculty, classified staff and administrators are well qualified, talented, hard working, and committed to the goals of the institution. Hiring processes are fair and equitable, and ensure that the College continues to hire new people with excellent qualifications, knowledge and abilities, always seeking the best fit for each position filled. Evaluation processes and professional development structures support individual growth and improvement, particularly for faculty and classified staff.

Mission and Values
The College's mission is broad, challenging, and appropriate to the institution's values and nature as a comprehensive community college. It reflects the needs of our students and communities, and is clearly reflected in all of the College's major decisions and directions. The mission and values are widely known, understood and shared throughout the College, and serve as a sound structure for our everyday work.

Strategic Planning
The Strategic Plan includes all areas and dimensions of the College, and combines with the mission, vision and values to provide an excellent framework for understanding our institution's challenges and opportunities. The Program Planning and Assessment process allows for regular, ongoing assessment of every College program area, and taken as a whole presents a full and accurate picture of the institution's plans, directions and progress.

Instructional Excellence
The College provides excellent instruction and quality learning opportunities to students across the full range of offerings appropriate to a comprehensive community college. The curriculum provides many points of entry, offering access and the opportunity to succeed for every student willing and able to learn. The commitment to excellence in instruction is widely shared throughout the institution, and is supported by ongoing assessment and performance evaluation processes for faculty, courses and programs.

Public Service
Through its programs, faculty and staff, the College provides many forms of public service to its communities. A wide variety of continuing education opportunities are available, including technical training, development of personal and professional skills, intellectual growth, social awareness and cultural enrichment.

Partnerships
Through development of effective collaborative partnerships, the College builds support, provides leadership, and offers an expanded range of opportunities for learning. Partners include industry, educational institutions, foundations, grant providers, and government agencies at the national, international, state and local levels.

AREAS OF SIGNIFICANT PROGRESS

Communication
The College has made substantial progress in improving communication, increasing trust and the availability of information across the institution. Examples of progress made include: monthly open comment sessions at Board meetings, regular open hours in the President's office, college-wide meetings to address matters of shared concern, and a new process for encouraging comments and suggestions. Work remains to be done in this area, including regular communication back to governance committees regarding actions based on their recommendations.

Facilities Master Planning
A full and complete process of master planning for College facilities is now underway, and is already proving its value as a tool for creating shared understanding of the College's future activities and locations. Following through on the completion of this planning process, and making effective use of the results for mid- and long-range planning, will be an essential resource for future College success. The College is committed to this process, and has provided adequate resources for its completion.

Outcomes Assessment
Through the Program Planning and Assessment process, the College has developed a strong framework for outcomes assessment in each program area. The addition of an administrative position devoted to development and analysis of institutional effectiveness data has contributed substantially to widespread

use of relevant data. Course-level outcomes have been developed for each course taught, and are codified through the curriculum review process. The College plans to continue developing this area, using regular review of outcomes data at all levels and in all areas of the institution to ensure that data and assessment are widely understood, and that analysis of data supports College decision-making, particularly in the recommendations developed by governance and advisory committees.

Technology
The College has made major improvements in the availability and use of technology in almost all areas of the institution. Online instruction and services have expanded dramatically; regular user support is being provided through a new help desk system; and providing the SCC intranet, web pages and listservs has substantially increased access to information for faculty, classified staff and students. The College acknowledges that maintaining appropriate levels of both instructional and administrative technology creates a moving target, which will require continued attention and resources to sustain current services and provide new ones.

Fiscal Resources
The College has made substantial progress toward its goal of becoming a state-supported, rather than a state-funded, institution. Major grants have been secured, applications for state and local funds have been consistently successful, and programs designed to generate financial resources have made significant contributions to the College's fiscal health.

Policy Review and Revision
Substantial change and improvement in College policies and procedures has been achieved, including new policies on academic dishonesty, children on campus, degree approval, grade changes, and syllabus requirements. Many of the College's older policies have been reviewed and found to be still effective. Policy areas in need of revision have been identified, and review and updating will continue in these areas.

AREAS FOR GROWTH/IMPROVEMENT

Budgeting
The College needs to establish a consistent, fair approach to budget development, ensuring that budgets accurately reflect available resources, and that expenditure patterns clearly show a linkage with the Strategic Plan and the current Focus Areas. Under the leadership of the Board and the President, the College has set a goal of building and maintaining appropriate levels of reserves, and plans to follow through on attaining that goal. Internal communication of budget information should make financial data readily available, providing accurate, current information to those who need it for planning and budget management.

Governance
The College plans to review and revise its current administrative and committee structures, to achieve simpler and more effective systems for solving problems, addressing issues and allowing appropriate participation in the College's decision-making process. Another governance-related goal is to reduce or remove "silo" structures throughout the institution, allowing for readily shared information and interaction across traditional internal boundaries wherever appropriate.

Facilities
Although the College has made significant progress in improving facilities, including the new Visual Communications Technology building, adding elevator access to the key resources housed in the 5000 building, and remodeling the Library/Media Center, much work remains to be done in this area. Building on the new Facilities Master Plan, the College plans to continue updating and upgrading the campus building inventory, and to ensure that students, faculty and staff have access to high-quality, up-to-date technology and equipment.

As documented in this Self-Study Report, Shoreline Community College continues its proud traditions of excellence, innovation and student success. Shoreline has long been known for its high-quality programs and innovative approaches, and has repeatedly earned recognition for its innovation, leadership and responsiveness to emergent needs. Although the College continues to emphasize growth, improvement and change, its resources, processes and structures are essentially sound, and provide for the effective pursuit of the institution's mission and goals.

STANDARD ONE

INSTITUTIONAL MISSION and GOALS, PLANNING and EFFECTIVENESS

AREAS OF STRENGTH
The College feels it has achieved its goals in relationship to its commitment to institutional planning and shared governance, the quality of the faculty and staff and their commitment to students, the infrastructure for information, its public service and commitment to partnerships.

Commitment to Institutional Planning, Shared Governance
Shoreline Community College has a strong commitment to its strategic and institutional planning processes. A shared, inclusive governance system is evidenced by faculty, student and staff representation on most governance groups/committees and their inclusion in major College efforts. The College has maintained a definite commitment to student involvement in campus governance. Students are voting members of the Strategic Planning Committee and other governance committees. There is a participatory environment that extends into the community, and a feeling of acceptance of the College by the community.

Hard Working Dedicated Staff that are Student and Excellence Centered
The College's primary strength is its faculty and staff. Emphasis is placed on hiring the best people to fill positions at all levels, and on using evaluation results for continuous improvement.

Excellent Infrastructure for making Information Available
Selected data is available in prominent areas of the campus, and information is readily available on the Web as a resource. Several campus listservs are available and actively used. We are a leading networked campus, and essential support personnel are linked/wired to the resources. In addition to the resources on the campus-wide network drive and our daily online *Day-at-a-Glance* and weekly *Net News*, the campus can access institutional data on the college intranet, including information about instruction, the Business Office, Human Resources, and Governance.

Strong Public Service Commitment and Community Partnerships
With its strong internal sense of institutional history, the College has consistently been responsive to the needs of the local culture and community. Our extensive public service efforts clearly show that we are a college that cares about its community and takes action to work within the community. This is demonstrated through our commitment to working with at risk and academically gifted students, the care and beauty of the campus, and the institutional commitment to the diversity program. SCC has developed community and industry partnerships that benefit the college and the community including those with the Puget Sound Center, our strong and growing International Program, the automotive program, the CEO program and other state and county collaborations.

Strong Curriculum with a Solid Commitment to Multicultural Education
Shoreline's curriculum addresses all part of our strategic plan. It is broad and deep, providing for many choices within certificates and degrees. It provides access to at-risk populations, supports innovative learning programs and strategies, and rigorously assesses for academic excellence and student success. The College has excellent academic programs and a diversity of excellent professional technical programs. The College sustains rigorous requirements for approving courses through the Curriculum Committee. Our commitment to multicultural education is evidenced by degree requirements, a curriculum master course outline template delineating multicultural outcomes, and curriculum transformation efforts toward diversity.

Strong Planning and Assessment Processes
The College has well developed, multi-faceted assessment processes such as triennial evaluations, the Curriculum Committee, the Program Planning and Assessment process, and external reviews.

Commitment to Student Success The College has excellent instructional programs as well as excellent student services, advising/counseling, and administrative support. Student Government is viable and active on the campus. The Student Success Committee serves as an essential part of the governance structure, continuously reviewing student success and making recommendations for change and improvement.

AREAS OF SIGNIFICANT PROGRESS

Improving Communication/Information Gathering Processes
While the college recognizes its leadership as a networked campus with a rich cache of information, we also recognize that sometimes it is difficult to get to the information we want because of the complexity of our intranet and the website. While we have systematically allowed for more data to be available to the campus, navigating to it is often found to be cumbersome. Our website is textured and layered. Efforts are currently underway to redesign our website and streamline access to information.

Community and Industry Partnerships and Marketing
While the college has a rich history of partnerships with its community, fluctuating economic conditions and the college's goal to be more self-sustaining require more industry and community partnerships to

help sustain our current levels of service. More partnerships that are mutually beneficial need to be established to meet our strategic goals of access and excellence. We are getting better at our marketing efforts and plan to sustain or increase our current enrollment and service levels.

AREAS FOR GROWTH AND IMPROVEMENT
The College is aware that the following areas need improvement to meet all of its strategic goals.

Data Analysis
Better analysis of data is needed. Our twenty-year old computer-based data system inhibits full access to data elements, and does not provide a useful relational database. The college has concern about maintaining and staffing the CIS system.

Communication
More effective patterns are needed for communicating decisions. Some students and staff are not aware of how certain decisions are made. Communication modes already in place are not always effective; not everyone is able to access web information, and our online communication modes are not readily available to all components of the campus, particularly students and part-time faculty. Lag time between recommendation and implementation make it difficult to track progress. The College would like an online global listserv and bulletin board, for example, as well as improved communication with part-time faculty and students.

Governance Structure
The governance structure is not as effective as it might be. Faculty and staff respond to governance assessment questionnaires with complaints of too many meetings, too many forms, and duplication of efforts. Our processes can be cumbersome and convoluted, such as our time schedule production process. Some faculty, especially in the professional technical areas, have stated in various forums on governance that they have limited opportunities to participate in the governance process because meeting times often conflict with teaching schedules and professional technical faculty have different workload demands than academic faculty.

Budget
Faculty and staff express feelings of stress related to enrollment decreases and the resultant budget pressures affect many aspects of College function. Budget restraints dominate College services and activities and personnel. Clearly resources are not sufficient to meet all of our strategic goals and focus areas. The fluctuating regional economy has impacted the College's ability to find the necessary resources to sustain all of our efforts. There is a perception that we downplay the importance of human and physical resource needs, setting our goals regardless of resources, and people feel they carry a heavy workload.

The process of budget resource allocation has changed over each of the past five years. This process needs to be stabilized, and to be communicated clearly and consistently to all elements of the institution.

Changing Demographics
Not only do we have a more diverse population of students with different needs, we also have had a great deal of faculty and staff turnover. Each year we have to invest our resources in development and training, and in reinventing the strategic planning process. There is a perceived change in the culture of the institution and some sense of loss related to that change.

STANDARD TWO

EDUCATIONAL PROGRAM and ITS EFFECTIVENESS

AREAS OF STRENGTH

Strong Instructional Programs
Shoreline has strong instructional programs in transfer preparation, professional technical, developmental education, and continuing education. The College has continued its tradition of excellence in the arts and sciences, providing high quality general education and a broad selection of electives, including many interdisciplinary offerings. The professional/technical programs are predominantly high wage and high demand and are developed in close collaboration with multiple industry partners. The college is considered a state leader in the development and implementation of Skills Standards for assessment and evaluation of students and faculty expertise in professional/technical program areas. We have received funds from alternative funding sources to support curriculum in multiple programs, and the community and industry have demonstrated strong support through their participation in partnerships and advisory groups.

English as a Second Language
The English as a Second Language (both academic ESL and Essential Skills) program of Shoreline Community College is a very strong, exemplary and culturally diverse element of the college community. It attracts local ESL and GED students from Federal Way to north Everett. Recently Shoreline's ESL programs have experienced significant growth. Since 1997, the program has increased from 469 annualized FTEs to its current 625 FTEs. It is one of the largest, and arguably the most diverse, programs on campus. Both full-time and associate faculty are totally committed to the students they teach. These programs support underprepared students, and Academic ESL faculty focus their energies on providing access to college-level opportunities for these students.

International Programs
The college's International Programs involve many faculty and students and provide many learning opportunities. The strength of our International Programs goes far beyond integrating foreign students into academic and ESL programs; it encourages curricular and faculty development and Study and Teach Abroad opportunities. Students and faculty have been able to develop and participate in a wide range of innovative short and long-term overseas learning experiences in China, Bali, Kenya, Europe and Latin America. Shoreline Community College is committed to building comprehensive international education programs and services, in accordance with its strategic plan.

Creative and Performing Arts
Shoreline's creative and performing arts provide student opportunity while creating a valuable community resource. Music and Music Technology programs, as well as Drama and Cinema classes and Art and Visual Communication programs, provide ample opportunities for our students to develop their skills and to participate in professional-level productions, art shows, and other public performances. The College has a strong Student Programs and Student Body Association that actively support these creative academic programs through clubs and organizations such as Film Club, Drama Club, Opera and Musicals, *Spindrift* literary magazine and many others.

Outcomes Assessment
Shoreline has a growing emphasis on outcomes assessment, as seen by our master course outlines (MCOs), Program Planning and Assessment Reports, and increased numbers of outcomes assessment projects funded through the Institutional Effectiveness, Assessment and Research Office. Faculty conduct various outcomes assessment projects each year, including review and assessment of program outcomes, distance learning, and General Education outcomes. The college also maintains academic and programmatic rigor and quality through its Curriculum Committee review and approval processes. Each MCO receives thorough program, divisional planning committee and administrative reviews. Associate

faculty members are encouraged to participate at all stages, and many write or support MCOs and new course development.

Innovative Curricula
There is a strong commitment by the main campus, the Northshore facility, and our other learning sites to provide innovative curricula for both traditional and non-traditional students. Our ESL programs, for example, have outreach to elementary schools, housing projects, the local WorkSource Centers (Employment Security), drug rehabilitation facilities and a nearby shopping mall.

AREAS OF SIGNIFICANT PROGRESS

Shoreline has made significant progress in many areas, including student assessment and placement, distance learning, and inter-divisional collaboration.

Student Assessment
Shoreline has gained an awareness of and facility with assessment tools such as the ASSET test and the advantages and enhanced capabilities of the COMPASS test.   The College is currently evaluating the circumstances in which each placement exam is most effective in the assessment and placement of students.

Instructional Technology
The College has made significant progress in using instructional technology and offering a wide range of online and other distance learning opportunities for students. We have a significant number of full-time and part-time faculty involved in the development of online courses. Many instructors have developed hybrid classes that combine both online and in-class instruction and many have posted assignments and learning materials on the web. Telecourses and teleconferencing courses are also offered to accommodate students for whom time and distance are barriers to educational advancement. As more faculty create hybrid courses and incorporate online elements into their instruction, we need to set guidelines to ensure quality in hybrid offerings, and to provide the resources necessary for quality implementation of online supplements to instruction.

AREAS FOR GROWTH AND IMPROVEMENT

Curriculum Development
There are various areas in which we want to grow our curriculum. During the 2000 – 2001 academic year, the college identified new General Education Outcomes. During the 2001 – 2002 academic year, we included them in our Master Course Outline template. Next year we will examine how the new outcomes fit with our degree structures, and hold a college-wide discussion on ways to ensure that our students are encouraged and supported in meeting these outcomes.

Shoreline wants to perform an overall examination and rationalization of our suite of degrees, and to bring these into alignment with statewide degree structures. We know that identifying and building effective programs that are offered at alternative times and at our Northshore location will best serve our students. This includes the examination of both the courses and programs offered at this location during the day, as well as in evenings and on weekends, to ensure that a student may obtain a degree in a specified amount of time.

Collaboration and Communication
There is increased cooperation both within and between instructional programs and divisions. Our interdisciplinary studies (IDS) course offerings have increased, and more are currently in development. We have a strong new IDS committee, comprised of faculty from several divisions and an instructional administrator, that is currently implementing annual planning. In addition, we are seeing successful projects between programs that are housed in different divisions. Broader membership on the

Instructional Services Council has encouraged collaboration among divisional deans and leaders from other areas of the College, including CEO, International Programs and Student Development. One goal is for increased collaboration and communication among divisions, thus decreasing the tendency to create "silos."

Assessment Program
The college has identified goals and areas for growth concerning assessment, data collection and analysis, curriculum and degree development, and development of the curricular offerings at our Northshore Center. Although the assessment program at Shoreline is a strong one, with a strong link to the strategic plan through the Program Planning and Assessment process, more remains to be done in this area. Data collected to evaluate instructional programs and services needs to be more widely disseminated and understood, to allow for more informed, data-based discussion and problem solving. We want to review and revise our data and its use, and our coding systems to improve institutional reporting that will better guide us in our instructional effort. Assessment data and analysis should more closely guide the development of curriculum and degrees, including instruction offered at Northshore. Effective use of assessment is not consistent across the programs and requires continued development before it is fully implemented at the curricular and course levels for all Shoreline students.

STANDARD THREE

STUDENTS

AREAS OF STRENGTH

Assessment
Significant, on-going efforts are extended in each program area to assess the effectiveness level of Student Services. In addition to measuring program effectiveness, mission statements, goals, and anticipated changes are reviewed in order to remain current. Program-wide assessments such as the Student Satisfaction Survey and program specific self-assessments are conducted on a regular basis and reviewed by all staff. When needed, improvements are identified; change is implemented.

Effective Staff
Student Services personnel are adequately experienced, appropriately educated, and diligently trained to effectively carry out their respective duties and responsibilities. The College insures that each employee has a clearly defined job description and is evaluated on a regular basis using established and approved guidelines. Here also, when needed, modifications are identified and change occurs.

Organizational Structure
The organizational structure in Student Services is consistent and effective. Each program's manager is part of a Student Services Managers' Team, which meets with the Vice President on a bi-weekly basis. In addition, each program holds its own staff meeting on a regular basis and an All Student Services meeting is held quarterly. This allows for the free flow of communication.

Technology
Technology is infused throughout Student Services, with the intention of allowing students to engage in self-help whenever and however possible. Electronically, students can submit applications; access class schedules, financial aid status, and transcripts; and receive e-mail advising.

Effectively Serving a Diverse Population
Student Services programs and services are congruent with student needs. In addition to the more traditional offerings, special programs include Services for Students with Disabilities, Cerebral Palsy—Community Integration Program, Student Leadership Training, and a Campus Activities Programmers

(CAPS) effort. Services offered are also congruent with College priorities in the efforts of recruiting and retaining a diverse student population.

Advising
Advising materials are comprehensive and easily available both in print and online. Faculty have extensive resources to guide their advising and the new student orientation is a model program. Outreach by advisers to the high school campuses has created a welcoming environment for new high school graduates.

AREAS OF SIGNIFICANT PROGRESS

Updating of Policies
The updating of policies has begun with those most important to the faculty (Policies 5030, 5033, and 5035). Continuing this process will be essential because some of our policies have not been reviewed in many years.

Advising
The development of a new program, utilizing faculty advising positions dedicated to a specific academic division or student population, has made a positive impact on those areas. Such advising positions started as staff positions for international and immigrant student populations and expanded into a Science Division position in 1998 and in the Humanities Division in 1999. These positions have been found to make a significant difference in the ability of all advisors to provide quality services.

Several modules of advisor training have been identified with the object of establishing a Basic Advisor Training level and a Master Advisor Training Level. The Advising and Counseling Units within the Student Development Center plan to continue development of the modules and present more of them, with the goal of reaching more faculty.

Financial support remains sufficient to allow all essential services to be adequately provided. In some cases, however, we have had to be creative, as some positions remain vacant due to the current budget shortage. While current funding is adequate, additional equipment and staffing would result in additional services being provided for the students.

AREAS FOR GROWTH AND IMPROVEMENT
While, overall, Student Service programs and services remain strong, there are still some challenges to deal with.

On-line Services
Distance learning is the fastest growing segment of our student population. While some services do exist, such as Web admissions and e-mail advising, these must be expanded upon and other services need to be developed. Examples of services needing to be offered on-line include new student orientation, counseling, financial aid processing, and career and employment services.

Adjustments for Student Demographics
Student demographics continues to be a dynamic element that must be constantly examined in order to properly ascertain needs and provide appropriate services. A recent trend indicated that more students were taking fewer credits, resulting in a decrease in FTEs and an increase in headcount. Through student surveys and program assessments, it was learned that part-time students require as much, if not more, service and care than full-time students. Yet, the funding formula is based on full-time equivalent (FTE) students and not on headcount. Student Services will be challenged to respond to these types of changes.

Advising
Advising continues to need improvement. More detailed articulation of what advising at SCC entails is needed, along with related training and materials for the advisors. On-going dialogues and discussions

with administrators, faculty, and students will be held. This information will be used to make recommendations to the Vice President of Student Services, the Vice-President of Academic Affairs, and the President of the College. Student Services needs to work with administration and faculty to review advisee loads and make appropriate recommendations and changes. This will be important for those divisions that do not yet have a faculty advisor position funded as well as for the Student Development Center where the ratio of counseling faculty and the assignment of undecided students is a concern. The College might consider recognition and incentives for advisor dedication and service, (e.g., monetary reward or certificate of appreciation).

Compliance with FERPA
Ensuring compliance with FERPA must be viewed as an ongoing educational need. New employees, changes in roles, and faculty turnover all require continuous orientation to these responsibilities. The faculty role in maintaining student privacy needs emphasis. Initiating an annual event, possibly as part of the Opening Week activities, may be an appropriate avenue to institutionalize this review.

Transcript Evaluation
Transcript evaluation services for professional technical students do not meet their needs for timely response. Additionally, many professional technical faculty find the task of evaluating transcripts difficult due to time demands, lack of training and limited resources, such as catalogs from other colleges. With limitations on budget it will be difficult to add personnel. Addressing this concern will require many departments to work cooperatively. A task force to address this problem may be needed.

STANDARD FOUR

FACULTY

AREAS OF STRENGTH

Strong Faculty
Shoreline has a well-qualified faculty who are committed to academic excellence. Their ongoing commitment is apparent in their active engagement in campus activities and events, and their continuous participation in professional development. Shoreline faculty have credentials and experience appropriate to the level and area of their teaching. There is evidence of high content expertise and skill-based course proficiency.

The recent retirements and new hires have created a faculty with a rich mix of ages, demographics, new enthusiasm, and experienced master teachers. Transfer and professional/technical faculty are well integrated within divisions leading to quality cross-fertilization of ideas. Transfer and developmental education faculty work collaboratively and have created an effective transition for students.

Faculty's artistic creations and presentations are blossoming and well received across campus. More faculty feel encouraged and supported in this role. The College financially supports travel for interviewing for faculty professor positions, thus we are able to attract nationally competitive candidates.

AREAS OF SIGNIFICANT PROGRESS

Stability for Associate Faculty
Although the College has made significant progress in providing more stability to associate faculty through annual contracts and affiliate status, the process is still not well understood by many who must use it. There is still much to be done to provide a more equitable status for part time associate faculty.

Tenure
With the recent high turnover in faculty, the majority of academic employees do not possess tenure. They are moving toward this goal with an increased level of mentoring and support through the College. However, as yet these probationary faculty are not able to participate fully in the governance process.

AREAS FOR GROWTH AND IMPROVEMENT

Restructuring of the Governance System
In order for faculty workload to be perceived as less onerous, the College needs to study the ways in which governance responsibilities are distributed among faculty, and to plan for methods to assure that all participate. The College needs to study the governance system to ensure that a faculty voice is heard but that the processes do not interfere with other important faculty roles. A formal mechanism along with official responsibility on the part of the deans, the chairs of the DPCs, or the ADCs is needed to assure that this process occurs in a timely fashion.

STANDARD FIVE

LIBRARY and INFORMATION RESOURCES

AREAS OF STRENGTH

New Library Technology Center
With the renovated Library Technology building completed, the college has increased its commitment to student success in study, research, technology access and support. Study spaces, access to the collections, computer access, and technology support for faculty as well as students are all enhanced in this new information resources center.

Information Literacy
The College's information literacy efforts are widely supported across the institution, as evidenced by the adoption of a new general education outcome in this area. Library/media faculty are actively providing instruction, and are engaged in assessment and planning for improving information literacy in the future.

Student Support
Links to the college's Strategic Plan and accreditation standards have changed the way we assess quality and then plan for significant change. The library, media and technology faculty and staff's stability and dedication to changing our processes and support for students are fundamental to the College's success.

AREAS OF SIGNIFICANT PROGRESS

Policy Revisions
The library/media staff, with the support of the Library Media Planning Group, have revised many of the policies and procedures for the library. There are still those that need to be revised or created, but this is an ongoing effort. Policies and procedures that are created will continue to focus on providing students with a clear understanding of library, media and technology roles in supporting their learning.

Enlarging Library Collection
With the increased budget for library acquisitions, there has been a significant increase in the collection and a move toward meeting national standards. This must be a continuing effort.

AREAS FOR GROWTH AND IMPROVEMENT

Student Satisfaction
It will take some time to evaluate the level of satisfaction students have with the renovation of the building and its core services and collections. A campus-wide survey taken in 2003 should show very significant improvement from our student's perspectives compared to the Noel-Levitz survey taken in December, 2001.

Incorporation of Information Literacy Standards
The college needs to complete strategies for incorporating information literacy standards across the curriculum, including assessment tools, implementing processes that will support faculty teaching within their discipline or program.

Partnerships and External Funding
Partnerships and external funding need to grow significantly if new ways of teaching and new technologies are to be introduced. This area is especially critical as various media and data driven technologies continue to converge and create new opportunities for learning.

Planning Process
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. These challenges will provide the focus for our planning in the next three years.

Student Access and Support
We will continue to build on our areas of excellence that directly impact student access and support including: remote access to collections and college support services, increasing the size, diversity and use of the library media collections, providing additional access and innovative paths to instruction centered in information and technology competencies, maintaining a highly reliable system infrastructure for expanded technology efforts, and providing appropriate levels of technology with well designed spaces for study and learning.

STANDARD SIX

GOVERNANCE and ADMINISTRATION

AREAS OF STRENGTH

Governance Structure
Our current governance structure shows a commitment to communicate and involve everyone in decision-making processes. Because of the wide variety of committees and responsibilities, membership in a committee can become a professional development growth opportunity.

Involved and Responsive Board of Trustees
Shoreline has an involved and responsive Board of Trustees that reflects the diversity of the community. Through open forums at Board of Trustees meetings, the Board seeks wide input. Additionally, each constituency is represented at their meetings and has an opportunity to speak. We have a very dedicated Board as evidenced by their high attendance record. A member of the Board even attended accreditation training and is on the Self Study Steering Committee. The Board focuses on its role by handling policy issues, and appropriately delegates the day to day running of the college.

Strong Administration
The administrators' job descriptions are up to date and filed in the Human Resources office. The current administration is composed of highly qualified individuals.

AREAS OF SIGNIFICANT PROGRESS

Access to Intranet Information
While posting information on the intranet has made more information accessible to the majority of faculty and staff, the limited access by part time individuals has hampered their ability to access information. Additionally, the intranet information is not always current. As we improve our systems we must continue efforts to provide current information, and to make it accessible to all members of the college community.

Chairing of Committees
The College has determined that the committees need to be chaired by someone other than the person they advise. Some committees have moved in that direction but more need to be adapted to that change.

AREAS FOR GROWTH AND IMPROVEMENT

Clarification and Simplification of the Governance System
Although the current system allows opportunity for many people to participate, the current system is complex and often unclear. Committees listed on the intranet as "Governance" are not accurate and complete. The dual list of "Recommending" and "Advisory" committees does not provide a clear distinction between these categories. The roles of all these individual committees need to be defined and the lists clearly established based on differences in roles.

Diversification of Committee Participation
While there are many opportunities to participate in committees, it seems that a relatively limited number of employees and students actually participate. Several serve on more than one committee, consuming a large amount of time and contributing to "burn out." There is not a clear mechanism for faculty to express their preferences for appointments to committees. When committees are better defined, the mechanisms for membership and scheduling can be adapted to maximize and diversify participation.

Administrator Evaluation and Training
The recent high turnover of administrators means that many administrators are new to Shoreline. They are still learning the policies and procedures and adapting to the institutional culture. The evaluation system for administrators has not been updated in many years. As the governance system and the roles of administrators within that have changed, the administrative evaluation process has not always kept pace. Making this process more effective for those involved is an important goal.

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STANDARD SEVEN

FINANCE

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AREAS OF STRENGTH
The College's strategic planning process that ties assessment and budgeting to the College's vision, mission, core values has provided a strong basis for decision making. Additionally this process has created the foundation for setting priorities regarding expenditures. The planning processes are collaborative and inclusive and have offered opportunities for input and participation at many levels. The financial management of this large and complex system has generally functioned well; the College has not made expenditures in excess of its resources.

AREAS OF SIGNIFICANT PROGRESS

Departments are developing and conserving resources for the College by the identification of cost-savings measures and possible revenue enhancements. Modifying the schedule for strategic planning and budgeting to parallel the state's biennial budget development process has created a smoother continuity between the two processes. Overall master planning for facilities and programming, now in progress, will enhance long term financial planning for the College.

AREAS FOR GROWTH AND IMPROVEMENT

The College community needs a greater understanding of the "big picture"—how the program planning and assessment process fits in the overall development of the budget and final allocation of resources. Clearly defined policies are needed to guide expenditure of self-support and auxiliary enterprise and increase accountability. Sharing of budget information to the entire College needs to be improved, to make the process transparent so that all constituents feel trustful of the process and empowered by their participation in it.

STANDARD EIGHT

PHYSICAL RESOURCES

AREAS OF STRENGTH

Shoreline has areas of excellence in its physical facilities and equipment. The renovated Library Technology Center in particular will be a hub of excellence drawing students to the campus and supporting excellence in education. Some other areas such as automotive education, manufacturing technology, visual communications technology, business computing, and computer technology have excellent resources to support their programs. Off-campus outreach sites provide facilities that often outshine on-campus facilities. The environment of the College has been a high priority and this shows in the appearance of the grounds.

AREAS OF SIGNIFICANT PROGRESS

The most significant area of progress is the Master Plan for Facilities. This endeavor has been long needed is almost completed. This can form the basis for further efforts to improve the facilities. The approval of funding to renovate the 2900 has moved us along the path toward correcting some of our most troublesome facilities.

AREAS FOR GROWTH AND IMPROVEMENT

Equipment and Facilities Upgrades
The historically academic programs are much further behind than the newer professional technical programs in terms of equipment and facilities needs. Many academic classrooms are still to be updated to state-of-the-art instructional facilities. Laboratory sciences in particular are in need of equipment, infrastructure, and furnishings. Outside of the high technology areas, professional technical programs such as nursing, health care information technology, dental hygiene and cosmetology have unmet space and equipment needs.

Parking
Parking continues to be a challenge. This is basically a commuter campus and parking for students is at a distance from buildings, has poor surfacing (ruts and puddles), and poor lighting, and some is accessed by circuitous routes through other parking lots. Traffic management is also a concern with the roads approaching the campus leading through a residential neighborhood. Measures to encourage public transportation and carpooling need to have continuing support.

Flexibility of Resource Use
Shoreline is facing a significant reduction to its operating budget for fiscal year 2002-03, and possibly beyond. Capital appropriations are also expected to shrink. The college must once again be willing to consider new approaches to the use of its physical resources to survive and flourish in this new environment. Greater competition for increasingly scarce dollars, program area, storage space, faculty offices and equipment is impacting schedules, students, faculty and staff. The economic environment necessitates greater flexibility and resource conservation.

Implementation of the Facilities Master Plan
The new facilities master plan has suggested strategies for achieving continued excellence that some may find uncomfortable. The physical appearance of the campus may have to change to accommodate taller buildings. A new parking plan, more efficient and consistent with state law, accessibility and revenue needs will emerge. Landscaping to control storm water runoff, conserve water, and replace old plantings with low maintenance, drought-tolerant species may look somewhat different from the campus of today.

Although the college is very late in accomplishing its master plan, it could not come at a more opportune time. Budget reductions set the stage for new thinking. The master plan provides the context for a long look ahead, and identifies strategies to implement campus improvements in short, mid and long-term increments. It requires serious scrutiny of program offerings. Most of all, the master plan will emphasize flexibility, so that programs may adjust to demand, and facilities may readily support those adjustments.

Given these realities, there is a sense of hope that with the development of the Master Plan for the College physical plant and an active Facilities Use Committee there will be an attempt to assure that no effective programs are left behind as the College tries to position itself for education in the twenty first century.

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STANDARD NINE

INSTITUTIONAL INTEGRITY

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AREAS OF STRENGTH
Policies of the institution are clear and there has been an ongoing process of orienting new faculty and staff to those policies. The institution as whole strongly supports ethical conduct by all members of the campus community.

AREAS OF SIGNIFICANT PROGRESS
The responses of the campus to the ethical problems that occurred in relationship to the e-Werkz contract reflect a willingness to take action and a commitment to Shoreline as an ethical institution. Published documents are much more clear and accurate than they were even one year ago. Those working with published documents (including the web site) have begun gathering assessment data upon which to base future changes.

AREAS FOR GROWTH AND IMPROVEMENT
Ease of access to and use of public information both print and web based is an area that needs to be improved. The Public Information Office will use assessment data to develop procedures for web published materials to assure that they meet the same standards as print materials.