Using assessment results to make determination of quality effectiveness and mission fulfillment

As noted in Chapter One, Standard One, SCC defines mission fulfillment in how the College meets its mission areas of 1) education, 2) workforce, and 3) cultural needs of its diverse community through an acceptable threshold of the five core themes. Fulfillment is further accomplished through the alignment of governance, institutional planning, regular assessment and review of programs and resources, and continuous improvement to ensure the College maintains its integrity and effectiveness in being a comprehensive, public two-year community college. The chart below replicated from Chapter One demonstrates the alignment.

MISSION FULFILLMENT
Alignment of Vision, Mission, Core Themes, and Objectives

VISION	MISSION	CORE THEMES	OBJECTIVES & INDICATORS
Student Success	Educational	1. Educational Attainment & Student Success	1.1 Persistence Rates
			1.2 Completion Rates
	Workforce	2. Program Excellence	2.1 Academic Standards
			2.2 Student Support Services
	Cultural	3. Community Engagement	3.1 Partnerships, Outreach & Services
Community Engagement			3.2 Student & Employee Advocacy
	Community	4. Access and Diversity	4.1 Diverse Student Populations
			4.2 Diverse Workforce
		5. College Stewardship	5.1 Financial Resources
			5.2 Technology & Infrastructure

Mission fulfillment is also the extent to which the College clearly articulates its purpose and intentions through its vision, mission, core themes, and can provide substantive evidence towards accomplishing its identified objectives and indicators. Chapter Three provides details on the governance structures that provide planning for meeting mission fulfillment. Chapter Four attempts to provide that detailed evidence, i.e. the results of our assessments and findings that address our indicators and sub-indicators. The several charts that follow show in summary how the College has primarily met an acceptable threshold of mission fulfillment per its definitions in Chapter One. **(5.A.2)**

Review of assessment criteria for mission fulfillment:

As stated in Chapter One of this report, the College determined its acceptable threshold of mission fulfillment through a systemic assessment of its core theme objectives and indicators to mean meeting 75% of the targets or benchmarks for each indicator, meeting 75% of all indicators for each objective overall, i.e. meeting 75% of all sub-indicators, and demonstrating success for all core theme objectives. Assessment criteria include the following based on 1 to 4 scale ratings applied to each core theme objective. An overall acceptable threshold of 75% of objectives scoring a 3 rating (51-75%) or above is an acceptable threshold of mission fulfillment on the aggregated ratings for the entire college. A copy of assessment criteria from Chapter One has been reproduced below for easy reference for reviewers.

ASSESSMENT CRITERIA FOR MISSION FULFILLMENT

4 Rating: **Significant Success:** Made substantial progress, completed or exceeded expectations; indicates systematic implementation; required resources have been allocated; results are sustainable. Significant or about 76-100% of targets, indicators and sub-indicators were satisfactorily met.

3 Rating: **Approaching Success:** Achievement/implementation in progress; improvement efforts are on-going; there are concerted efforts to use available resources effectively. Adequate or about 51-75% of targets, indicators and sub-indicators were satisfactorily met.

2 Rating: **Limited Progress toward Success:** While efforts were made, progress is delayed or limited. Assessments indicate progress, but there is limited movement toward success. Resource allocation and implementation are a priority at this time; the need for improvement is recognized. Limited or between 26-50% of targets, indicators and sub-indicators were satisfactorily met.

1 Rating: **Not Addressed or Minimal Progress:** The College has not focused on this objective. No significant planning or action has yet occurred; resources have not yet been allocated. Minimal target, 0-25% of targets, indicators and sub-indicators for this objective were met.

Summary charts of mission fulfillment

Each colorful assessment chart below summarizes data collected and analyzed from Chapter 4 assessment work. Summary analyses of each core theme follow each chart with a brief analysis of areas requiring improvement. Evaluation criteria for mission fulfillment based on our 4 point scale above were applied to each indicator and then averaged for each objective. This gave us a numerical average score with which to compare and contrast our levels of success with each core theme and to determine our levels of success toward mission fulfillment.

Please note:
- Objectives are highlighted in underline blue.
- Sub-indicators (which further refined and defined the indicator) are highlighted in underline yellow.
- Many indicators do not have sub-indicators and thus there is no percentage available.
- Indicators are highlighted in underline green.
- Overall averages using our 4 point scale for each core theme are highlighted in gray below.
- A brief analysis of critical areas for improvement follows each chart.
- A summary chart can be found in a summary analysis of the assessment results of this data.

Mission Fulfillment Core Theme One Educational Attainment & Student Success		
Sub Indicator (%)	**Indicator Score (1: 0-25%, 2: 26-50%, 3: 51-75%, 4: 76%+)**	
Objective 1.1: The College increases persistence rates of all students.		
1.1a Retention rate as compared to peer institutions		4
1.1b Three-year average persistence rates of all first-time students with transfer intent measured fall to fall	75%	3
1.1c Persistence rate of all students intending to be here long enough to complete a degree		3
Overall Objective Score (Average of Indicator Scores)		**3.33**
Objective 1.2: Students display high rates of success and completion in their programs of study.		
1.2a Student performance on SAI measures	50%	2
1.2b Transfer degrees, transfer rates, and student transfer performance measures (GPA)	100%	4
1.2c Number of degree and certificate completions of professional-technical students over a three-year period		4
1.2d Employment rate of professional-technical students who complete their applied degree/ certificate programs over a three-year period		4
1.2e Average pass rate of licensure/certification exams scored at or above regional and national averages over a three-year period	100%	4
1.2f Average GED completion rate over 2 years for students who have taken SCC GED/ABE coursework and passed all 5 tests		4
1.2g SCC average for student level completions of the federal basic education program compared to SBCTC system average		4
1.2h Pass rates of students in Developmental English	71%	3
1.2i Pass rates of students in Developmental Math	50%	2
1.2j Pass rates of transfer intent students that pass Math 99 and also earn QSR credit within a year.		3
Overall Objective Score (Average of Indicator Scores)		**3.40**
OVERALL CORE THEME SCORE (Average of Objective Scores)		**3.36**

While improvements may be much needed even for indicators with a 4 rating, which denotes a 76 to 100% meeting of targets, areas of for critical improvement for this first objective include:

- Persistence rates of first time students with transfer intent
- Persistence rates of all students
- Student performance on SAI measures
- Pass rates of student developmental math
- Pass rates of students in developmental English.

As persistence is one of the key measures of mission fulfillment, the College will engage its governance and planning processes to improve these scores over time. This is largely the current work of the Office of Instruction, Deans and faculty.

Mission Fulfillment Core Theme Two Program Excellence		
Sub Indicator (%)	**Indicator Score (1: 0-25%, 2: 26-50%, 3: 51-75%, 4: 76%+)**	
Objective 2.1: The College develops and maintains standards-based, academically rigorous educational programs.		
2.1a Use of program and course student learning outcomes (SLOs) to determine effectiveness of programs in creating student success		3
2.1b New or revised courses, degrees and certificates approved by Curriculum Committee and transferred to the online MCO system to assess course relevance to student learning needs and preparation for transfer		4
2.1c Timely compliance of Shoreline's DTA and AS-T degrees with all current WA State and ICRC guidelines, new mandates and specific accreditation requirements for selected programs	100%	4
2.1d Articulation agreements developed with baccalaureate institutions to ease transfer for students		4
2.1e Annual Dashboard program implementation with feedback loops for program planning & measuring program effectiveness fostering student success		4
2.1f Professional-technical programs based on current market demand, input from industry partners and external reviews to maintain excellence, currency and relevance		4
2.1g Number and percent of basic and developmental education students earning SAI points		3
2.1h Number of programs collaborating with the library to strengthen our Information Literacy program		4
Overall Objective Score (Average of Indicator Scores)		**3.75**
Objective 2.2: The College provides a rich variety of student support services to enhance excellence in student learning.		
2.2a Participation levels in select student learning labs and tutoring services	66%	3
2.2b Participation levels in select student programs	88%	4
2.2c Participation levels in select support services	100%	4
Overall Objective Score (Average of Indicator Scores)		**3.66**
OVERALL CORE THEME SCORE (Average of Objective Scores)		**3.70**

While improvements may be much needed for indicators even with a 4 rating, which denotes a 76 to 100% meeting of targets, areas of for primary improvement for this objective include:

- Effectively using assessment of program and course student learning outcomes (SLOs) to determine effectiveness of programs in creating student success
- Basic skills and developmental education students earning SAI points
- Increasing student use of learning labs and tutoring services.

Again, this data indicates our need to improve SLO and program assessment processes and student access to learning labs, tutoring support services.

Mission Fulfillment Core Theme Three Community Engagement		
Sub Indicator (%)	**Indicator Score (1: 0-25%, 2: 26-50%, 3: 51-75%, 4: 76%+)**	
Objective 3.1: The College engages the community through partnerships, programs and services to enhance the educational and cultural needs of its diverse community.		
3.1a Community partnerships integrated into college programs.	100%	4
3.1b Variety of events and programs available for cultural enrichment for the community	83%	4
3.1c Scope and variety of college services available to community members	100%	4
3.1d Non-credit or contract training courses offered for business or professional development	80%	4
3.1e Active professional-technical advisory committees and involvement levels of program advisory committee members	100%	4
Overall Objective Score (Average of Indicator Scores)		**4.00**
Objective 3.2: The College provides opportunities for employees and students to participate actively and serve within the community.		
3.2a Percentage of employees and number of students engaged in community service	100%	4
3.2b Average number of Service Learning classes the College offers annually and impact on the community		4
3.2c Number of student mentors and participants in the HEROES mentoring program and impact on the community		4
Overall Objective Score (Average of Indicator Scores)		**4.00**
OVERALL CORE THEME SCORE (Average of Objective Scores)		**4.00**

While improvements may be much needed for indicators even with a 4 rating, which denotes a 76 to 100% meeting of targets, there were no outstanding areas for improvement. Community engagement is clearly a strength of the institution.

Data above show that two areas for improvement, while at the 4 level, include:
- Developing more events and programs available for cultural enrichment for the community
- Offering non-credit or contract training courses for business or professional development.

Closure of our Lake Forest Park facility has brought about many changes in our continuing education structure and focus. The College is currently making strong efforts to bring in more industry partners and to offer more professional development training for their employees. Our goals all include developing and strengthening partnerships locally, nationally, and internationally. In fact, the College's focused initiative on campus internationalization is currently helping us develop more partnerships with both educational and workforce entities regionally and internationally. (See *Campus Internationalization* Exhibit #4 binder.)

Mission Fulfillment Core Theme Four Access and Diversity		
Sub Indicator (%)	**Indicator Score (1: 0-25%, 2: 26-50%, 3: 51-75%, 4: 76%+)**	
Objective 4.1: The College provides access for diverse populations.		
4.1a FTEs and headcount represented by diverse populations	75%	3
4.1b Percentage of students receiving need-based Financial Aid		4
4.1c Percentage of students of color (Fall Enrollment)		4
4.1d Demonstrated engagement and learning opportunities for students, faculty and staff on multicultural/ diversity issues		4
4.1e Number of I-BEST programs and student enrollments to increase basic skills student transition to college-level classes	50%	2
4.1f Online student enrollments		4
4.1g International student enrollment (unduplicated headcount)		4
Overall Objective Score (Average of Indicator Scores)		**3.57**
Objective 4.2: The College recruits, employs and develops a diverse college workforce.		
4.2a Staff FTE and numbers by category of employee		4
4.2b Employee of color profiles		4
4.2c Gender proportion of all College employees		4
4.2d Financial resources for employee professional development	50%	2
4.2e Number and percentage of staff performance evaluations completed annually	33%	2
Overall Objective Score (Average of Indicator Scores)		**3.20**
OVERALL CORE THEME SCORE (Average of Objective Scores)		**3.38**

While improvements may be much needed for indicators even with a 4 rating, which denotes a 76 to 100% meeting of targets, critical areas for improvement in this core theme include:

- Increasing our FTEs and headcount represented by diverse populations
- Increasing our I-BEST program enrollments to increase basic skills students' transition to college-level classes.
- Increasing financial resources for employee professional development
- Completing staff performance evaluations annually.

Mission Fulfillment Core Theme Five College Stewardship		
Sub Indicator (%)	**Indicator Score (1: 0-25%, 2: 26-50%, 3: 51-75%, 4: 76%+)**	
Objective 5.1: The College manages and monitors its financial resources available for student learning and success.		
5.1a Balanced annual budgets		4
5.1b Operating revenues and expenditures that meet annual budget projections		4
5.1c Annual FTE generation within 4% of FTE allocation		4
5.1d Number of findings or recommendations in accountability audits performed by outside agencies		4
5.1e Revenue from grants and contracts		4
5.1f Revenue from individuals, corporations, foundations and other resources to the College Foundation		3
Overall Objective Score (Average of Indicator Scores)		**3.83**
Objective 5.2: The College manages its facilities, technologies, and infrastructure to maximize student learning and success.		
5.2a Availability and usage rates of technologies that enhance teaching and learning	100%	4
5.2b Rate and cycle of technology replacements or upgrades including hardware and software	100%	4
5.2c Completion rate of capital projects, facility repairs and improvements to support the strategic facilities plan that focuses on improvements to student spaces	100%	4
Overall Objective Score (Average of Indicator Scores)		**4.00**
OVERALL CORE THEME SCORE (Average of Objective Scores)		**3.92**

While improvements may be much needed even for indicators with a 4 rating, which denotes a 76 to 100% meeting of targets, data above show that primary areas for improvement include:

- Increasing revenue from individuals, corporations, foundations and other resources to the College Foundation.
- Finding more economic support and financial aid and scholarships for students.

With an unstable employment rate in the region and the country and more looming budget cuts to come, it is clear to the College that we must find more sources of support to the college and financial assistance to our students.

Communicates its conclusion to appropriate constituencies and the public

All this information is made available to the public and the entire college population both on our public internet site and on our intranet accreditation site for the past few years. Many parts of the college have reviewed and worked with the data; others have not. Faculty and staff, of course, used this data to

complete their program Dashboards, and this data was available for use by the external evaluator for the external program reviews of our professional-technical programs. All of the internal and external data—Factbooks, surveys, IPEDS, Annual State Reports, Board Monitoring Reports, etc. as identified in the 5.1 chart above--, are essentially available to the public and the College by request and by easy access through our College home page. **(5.A.2)**

This accreditation report and major correspondence with NWCCU is available on the college website. As far as this 2012 Comprehensive Report, however, the entire document was incomplete until recently. Many people contributed to the data collection efforts for this report up until early summer 2012. Except for all-campus meeting summary presentations and departmental discussions during the past two years, dissemination thus far for *all* the data has been mostly locally contained within impacted departments.

Many of the impacted areas have reviewed the data and are working on the assessment results as part of next year's planning processes. Examples include the developmental math and English departments whose several targets in Core Theme One were not met. As this data became more evident, the Board of Trustees requested a public presentation to the Board by the math department. In this presentation, math faculty outlined their progress and plans. Other examples are the SAI assessments for Basic Skills, another area that did not meet all of its targets, some of this based on the elimination of LCN and CEO numbers from the SAI counts. Data shows that GED targets dramatically improved, but the College did not increase its targets for SAI. Transitional Programs staff and faculty have been discussing and planning for curricular and program changes to make improvements to turn this around.   Nevertheless, all parties have access to all of this data. Administrators will be taking these results to heart as the new school year with a new VPASA begins in fall 2012.

Align accreditation team with assessment

The College is cognizant of the fact that we must establish an assessment group aligned with Accreditation to make meaningful evaluations of its data regarding mission fulfillment. Last year an Assessment Task Force met a few times. The Accreditation Coordinating Team for next year will propose that institutional assessment, instructional assessment of student learning, and assessment of our general education outcomes be primary foci for the College and part of the Accreditation Coordinating Team's efforts. Accreditation and assessment are so closely tied that our governance structures and committees should align and coordinate to clearly articulate and streamline college efforts and appropriate data collection for mission fulfillment. **(5.B.2)**

Summary of Results

Results from our assessments above for 2010-2011 indicate that SCC is fulfilling its mission although it is strong in some areas but weak in others. The College's accomplishments this past year attained a total of 91.8 % of possible points on our 1-4 scale. Based on the summary data below, we are doing best in Community Engagement and College Stewardship and least well in Educational Attainment and Student Success and Access and Diversity. The single highest score was in partnerships, college services to the community, student and employee advocacy and service learning, and the lowest in a diverse workforce and employee development. Nevertheless, all of these measures are significant for an institution like ours which defines program excellence as one of its major core themes. This report shows that the College has much work to continue, some of which it has already started.

Mission Fulfillment of Core Themes Summary Report		
Scores (1: 0-25%, 2: 26-50%, 3: 51-75%, 4: 76%+)		
Core Theme One: Educational Attainment & Student Services		
Objective 1.1: Retention & Persistence Rates	3.33	
Objective 1.2: Degree, Transfer Completion Rates	3.40	
Core Theme One Score		**3.36**
Core Theme Two: Program Excellence		
Objective 2.1: Academic Standards	3.75	
Objective 2.2: Support Services	3.66	
Core Theme Two Score		**3.70**
Core Theme Three: Community Engagement		
Objective 3.1: Partnership & College Services	4.00	
Objective 3.2: Service Learning	4.00	
Core Theme Three Score		**4.00**
Core Theme Four: Access & Diversity		
Objective 4.1: Diverse Student Population	3.57	
Objective 4.2: Diverse Workforce & Employee Development	3.20	
Core Theme Four Score		**3.38**
Core Theme Five: College Stewardship		
Objective 5.1: Financial Resources	3.83	
Objective 5.2: Technology & Infrastructure	4.00	
Core Theme Five Score		**3.92**
OVERALL SCORE FOR ALL CORE THEMES		**3.67**

This a total average of 91.8% success rate toward mission fulfillment.

Use of results
This model of assessment of core themes, objectives and indicators provides a means of making an evidence-based judgment about college overall mission fulfillment. While the data indicate that SCC is successfully fulfilling its mission, there are specific areas for improvement where we fell short of some of our defined expectations. These will be the focus of review and discussion at all levels of the institution. Discussions will take place during fall and winter quarters 2012-2013 as the College engages in revising

its Core Themes for our new Year One Report due this next year. (Shoreline has been on an accelerated schedule: 2010-11 Year One Report; 2011-12 Comprehensive Report; 2012-13 Year One Report.)

We hope that these discussions will result in recommendations that will inform subsequent Core Theme Planning, Strategic Planning and decision making.   As noted throughout our report, results of core theme assessments and all data are shared with multiple audiences including the Board of Trustees in open meetings, faculty, staff, program advisory committees with community representatives, students and generally the entire College community. Specifically, discussions about assessment and results will be scheduled with the Board of Trustees, President's Senior Executive Team, Strategic Planning and Budgeting Committee, Accreditation Coordinating Team, Dean Team, Faculty Senate and College Council. Results will also be made available on the College's public website at www.shoreline.edu.