

HIGHLINE COMMUNITY COLLEGE

INSTITUTIONAL EFFECTIVENESS REPORT

A Comprehensive Review of Progress toward Achieving Our Strategic Initiatives

FULL REPORT

**Status at the end of
ACADEMIC YEAR 2001-02**

April 1, 2003

Prepared by
Patty James
Director of Institutional Research

INSTITUTIONAL EFFECTIVENESS REPORT

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Highline Community College
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Background

Highline Community College initiated its first strategic planning process in Fall 1995. In 1996, the Board of Trustees adopted Highline's first Strategic Plan. The three initiatives set forth from that effort described the challenges the College expected to address in the near future. In 1998, a Progress Report describing advances toward achieving the three strategic initiatives was published.

In 2001, Strategic Plan Task Forces were organized to review the 1996 Strategic Plan and make recommendations for revising the Plan. The Task Forces maintained the relevancy of the three original strategic initiatives, with minor revisions, and added a fourth. (A copy of the Strategic Plan is included in [Exhibit A.](#))

The 2000-01 Board-approved *Initiatives* read:

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- Initiative One:* Achieve excellence in teaching and learning.
- Initiative Two:* Enhance a college climate that values diversity and global perspectives.
- Initiative Three:* Strengthen and expand the presence and role of the college within the communities it serves.
- Initiative Four:* Continue to foster a college climate that nourishes the well being and productivity of the college community.
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Developing the Institutional Effectiveness Plan

The purpose of an Institutional Effectiveness Plan is to be able to answer the question: "Are we doing what we say we are doing and measuring what we value?" With this in mind, institutional effectiveness

permeates every aspect of college life—for students, for employees, and for the community the college serves.

Within the Strategic Plan, each Initiative was further described by *Activities*, which provide guidance for measuring progress toward achieving the Initiatives. As Highline

approached its re-accreditation self-study year (AY 2001-02), the Standard One Committee designed the Institutional Effectiveness Plan (IEP) based on the four Strategic Initiatives and their related Activities. The IEP will serve as the tool for tracking progress in meeting our strategic objectives.

Indicators of Success were developed for each Activity. *Measures* for each Indicator were identified. Sources of information for the Measures, and the frequency for reporting were incorporated. In some cases, Indicators have multiple Measures, and more than one data source. As Indicators were identified during the IEP development process, data for AY 2000-01 were compiled and reviewed by members of the Standard One Committee as “tests” of the appropriateness of both the Indicators and the Measures.

Members of the Standard One Committee were sensitive to concerns which might arise from a small, but representative, group of college personnel determining measures of success for the rest of the college. To ensure the IEP was accepted as the “starting point” for gauging success, the proposed IEP was submitted to a wide range of members of the college community for their review during this development cycle. Revisions were made as more suitable Indicators or Measures were

identified. *Information Providers* were designated according to their level of involvement with the Measures associated with an Indicator. *Interpreters* of the compiled data were identified for purposes of recommending actions to *Recommending Bodies*—entities which could advocate for resource allocations or reallocations to Executive Staff. (a copy of the full IEP is included in [Exhibit B.](#))

The IEP Life Cycle

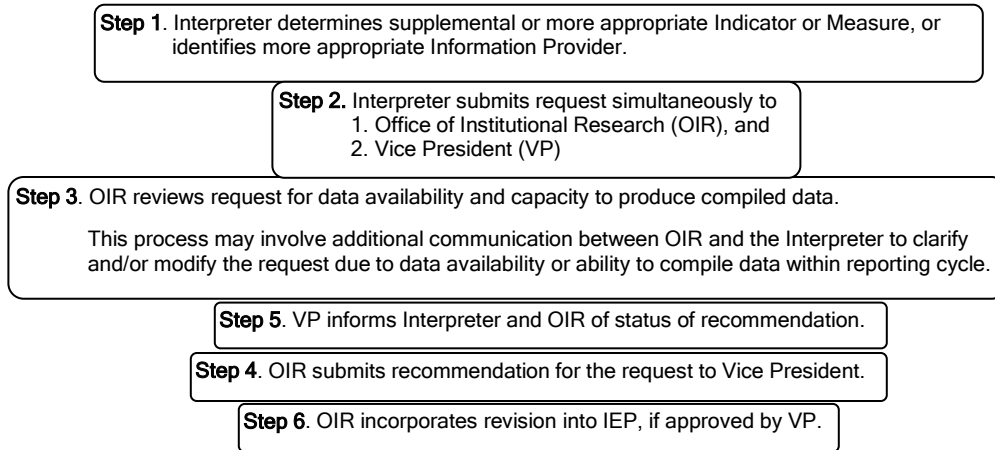
The IEP was designed to be a continuous work in progress. Further fine-tuning of the current Indicators and Measures is anticipated and encouraged. In addition, Indicators and Measures are expected to be supplemented and/or supplanted in the future as additional data are identified and new goals are established. Ideally, every Activity should have multiple Indicators of Success and Measures. Activities for which only one Indicator of Success has been identified will need to be reviewed to determine whether additional Indicators have surfaced since the original IEP was developed for inclusion in future versions of the IEP.

The Office of Institutional Research (OIR) has been designated as the “shepherd” for the IEP. To accommodate revisions to the IEP for future reports, a process for introducing new Indicators and

Measures has been developed. As illustrated below, the process is intended to ensure the Initiatives, and the Activities within the Initiatives,

continue to be measured appropriately and consistently. The revision process begins with the IEP currently in place at the end of a reporting cycle.

IEP Life Cycle



Current Status of Indicators and Measures

The current IEP contains 49 Indicators of Success. As of this report, 91 Measures have been identified for these 49 Indicators. Existing data were utilized as much as possible for the Measures. In a few cases, data to support a Measure(s) were determined to be available, but the Measure itself required extensive criteria definition and review prior to data compilation in order to ensure the Indicator was appropriately measured. Such affected Measures

will be fully developed and reported in future reports.

For other Indicators, relevant data did not already exist. In most of these cases, missing data for an Indicator fell into one of two categories:

1. baseline data already under development and scheduled for updating within one to three years, or
2. data based on undeveloped instruments (such as surveys) for measuring the Indicator, which are due to become available further into the future.

Table 1. below describes the availability of data for the 49 Indicators of Success for this reporting cycle, as well as the

number of Measures currently associated with each Indicator.

Table 1.

<u>Status</u>	<u># of Indicators</u>	<u># of Measures</u>
Data for Measures included in this report	27	51
Baseline data established for future reports	10	10
Measure needs to be refined and data compiled for inclusion in next report	5	13
Measure requires long-term development	7	18

Measuring Progress in AY 2001-02

When reviewing the IEP Report, the tendency to isolate an Indicator of Success within its corresponding Initiative may not provide a sufficient view of progress. Therefore, it is important for *Interpreters* to recognize the interdependency both of the Initiatives and the Indicators.

Synthesizing the information among multiple Indicators and across Initiatives will provide a much richer picture of the total effort being made toward meeting the Strategic Plan goals. Additionally, *Interpreters* may identify areas in which there is an opportunity for collaboration with another department or division to enhance or enrich the Indicators they have in common

Four levels of success were used to determine the status of an Indicator: *Successfully Met, Mostly Met, Partially Met, or Not successfully met.*

For the Indicators included in this report, the level of success was determined according to:

1. the availability of data for all Measures for a specific Indicator, and
2. the extent to which the stated goals had been achieved.

For example, an Indicator for which only a portion of the Measures were available for this reporting cycle may have been designated as *Partially Met* even though the Measures data available suggest a *Successfully Met* designation.

Table 2. shows that with just over one-half of the Indicators reported at this time, Highline is demonstrating significant progress toward meeting its strategic initiatives.

Table 2.

<u>Category</u>	<u>% of Indicators in Category</u>
<i>Successfully Met</i>	48
<i>Mostly Met</i>	15
<i>Partially Met</i>	26
<i>Not successfully met</i>	11

As mentioned previously, data for all identified Indicators of Success were not available for this report, for the various reasons cited. **Table 3.** displays the number of Indicators for each Initiative and the number presented in this report.

Table 3.

<u>Initiative</u>	<u># Indicators</u>	<u># Indicators in Report</u>
<i>One</i>	25	17
<i>Two</i>	7	5
<i>Three</i>	10	4
<i>Four</i>	7	1

Table 4. shows the distribution of those Indicators in this report among the four levels of success categories.

Table 4.

<u>Categories</u>	<u>Initiatives</u>			
	<u>One</u>	<u>Two</u>	<u>Three</u>	<u>Four</u>
<i>Successfully met</i>	9	2	2	0
<i>Mostly met</i>	4	0	0	0
<i>Partially met</i>	2	2	2	1
<i>Not successfully met</i>	2	1	0	0

Interpreting the results of the IEP Report

Inasmuch as a designation of *Successfully met* should not convey a message that attention to the Indicator of Success can be dismissed from future review, so should a designation of *Not successfully met* be considered an indication of abject failure. In compiling this first IEP Report, the need for, and importance of, additional context information became more obvious. In other words, "Is there a broader perspective within which we should view an Indicator of Success?"

In limited instances, it was possible to obtain additional contextual data to

further understand the designation given a particular Indicator of Success. In these cases, this additional information is included in the discussion of the Indicator of Success. (See the **Full Report** for a detailed description of the Measures data.)

Hopefully, these types of questions will surface as *Interpreters* immerse themselves in the information provided, resulting in further exploration into their involvement in the improvement of, and quite possibly the development of, more relevant Indicators of Success and Measures.

Recommendations for Next Steps

The IEP is a dynamic document. Data absent from this publication will be incorporated into successive reports as the information becomes available. In addition, Activities for which only one or two Indicators of Success have been determined will be reviewed with the goal of expanding the number of Indicators and Measures.

Since the IEP is intended to help guide the allocation of resources for the college, the next IEP report will be published in Fall 2003, prior to the next fiscal year budgeting cycle. As of this report, some revisions to the IEP have been recommended and accepted for the next reporting cycle. In order to allow sufficient time for the OIR to develop and incorporate new criteria and data into the AY 2002-03 report, requests for

revisions to the IEP must be established no later than June 1, 2003.

Toward that end, *Interpreters* are encouraged to engage in discussions within their local units, and to pursue a greater understanding of the criteria used in the development of Measures with the OIR as soon as possible. The relationships which *Interpreters* have with specific Indicators of Success are valuable resources for refining the Measures, as well determining the appropriateness of the periodicity of reporting. *Interpreters* may find that targeting unique areas within an Activity for future monitoring will be more productive than attempting to consider every Indicator and Measure all at once.

Several of the Measures which have a more long-term development schedule

are already in the process of being addressed. OIR will contact other designated offices and individuals to begin discussions regarding those Measures which have yet to be considered.

And finally, during the dissemination of drafts of this first IEP Report, it became clear the IEP fails to recognize the contributions of all offices and departments within the college toward achieving our strategic objectives. Every attempt to remedy this unintentional oversight will be made as the IEP continues to evolve.

The college community's ability to infuse the notion of "institutional effectiveness" throughout its daily operations will strengthen the success of the college as a whole.

Strategic Initiative 1—Achieve excellence in teaching and learning.

A. The College will rigorously pursue superior academic and skills-based student outcomes.

Indicator of Success 1A1: Post-transfer student GPAs at or above those of native students.

Status: Indicator mostly met.

Students who transfer from Highline Community College to the University of Washington earn GPAs comparable to those of native (or direct entry) students. Graduates from the University of Washington who transferred from Highline earned an average GPA of 3.21 compared to 3.25 earned by native student graduates.

(See Exhibit C, [Table 1A1.](#))

Measure: GPA comparisons of HCC transfers to UW native students.

Information Provider: Office of Instructional Research

Frequency of Review: Annually

Interpreter(s): SOCC; Dean of Instruction, Transfer and Pre-College Studies

Recommending Bodies: Instructional Cabinet

Decision-makers: Vice President of Academic Affairs; Executive Staff

Indicator of Success 1A2: Professional/Technical employment placements at or above state averages.

Status: Indicator successfully met.

Employment placements for students completing a professional/technical program at Highline are comparable to the state as a whole. Those who complete between 6 and 45 credits without earning a certificate or degree achieve a higher placement rate than similar students in the rest of the state.

For those completing programs in 1999-00, 84% were employed between six and nine months later, while the placement rate for students who completed between 6 and 45 credits without earning a degree or certificate was 81%. These percentages meet the criteria for success with state completer placements averaging 84% and non-completers averaging 78%.

(See Exhibit C, [Table 1A2.](#))

Measure: Employment or placement record of students in professional/technical programs.

Information Provider: Office of Institutional Research

Frequency of Review: Annually

Interpreter(s): SOCC; Dean of Instruction, Professional/Technical Programs

Recommending Bodies: Instructional Cabinet

Decision-makers: Vice President of Academic Affairs; Executive Staff

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Indicator of Success 1A3: Student self-report of gains at or above other Washington two-year institutions.

Status: Indicator mostly met.

Highline students indicated gains of "Some" to "Very Much" within 1 percentage point or higher of other participating Washington community and technical college students on all but two items on the Community College Student Experiences Questionnaire (CCSEQ).

Twenty-five items on the CCSEQ related to the student's self-report of estimate of gains. These items included developing abilities in foreign languages, writing, speaking, computers, and the arts; improvements in skills and abilities; growth in self awareness and knowledge; and gaining an understanding and appreciation for other people and cultures.

(See Exhibit C, [Table 1A3.](#))

Measure: Self-reported Estimate of Gains from CCSEQ (or comparable instrument)

Information Provider: Office of Institutional Research

Frequency of Review: Every three years

Interpreter(s): SOCC; Dean of Instruction, Transfer and Pre-College Studies; Dean of Instruction, Professional/Technical Programs

Recommending Bodies: Instructional Cabinet

Decision-makers: Vice President of Academic Affairs; Executive Staff

Indicator of Success 1A4: Student satisfaction with instruction at or above peer norms.

Status: Indicator successfully met.

Highline students expressed comparable levels of satisfaction with instructional effectiveness as students at community and technical colleges in Washington and Oregon.

In Fall 2001, Highline Community College administered, for the first time, the Noel-Levitz Student Satisfaction Inventory to a representative sample of students. The responses of Highline students to items associated with instructional effectiveness compared favorably to students at community and technical colleges in Washington and Oregon. Both groups of students responded that they were slightly more than "somewhat satisfied" with this component of their educational experience.

(See Exhibit C, [Table 1A4.](#))

Measure: Noel-Levitz Student Satisfaction Inventory 2001 (WA, OR peers)

Information Provider: Office of Institutional Research

Frequency of Review: Every three years

Interpreter(s): SOCC; Dean of Instruction, Transfer and Pre-College Studies; Dean of Instruction, Professional/Technical Programs

Recommending Bodies: Instructional Cabinet

Decision-makers: Vice President of Academic Affairs; Executive Staff

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Indicator of Success 1A5: Employer satisfaction with HCC completers at 80% or higher.

Status: Indicator pending.

The performance measure for this indicator is not developed as of this report.

HCC staff will develop a facility for identifying employers of our students as well as an instrument for retrieving relevant data.

Estimated timeline for this Indicator: 2 years

Measure: Employer survey

Information Provider: Dean of Instruction, Professional/Technical Programs; Office of Institutional Research

Frequency of Review: Every three years

Interpreter(s): SOCC; Dean of Instruction, Professional/Technical Programs

Recommending Bodies: Instructional Cabinet

Decision-makers: Vice President of Academic Affairs; Executive Staff

Indicator of Success 1A6: Departments report achievement of student outcomes at 80% or higher.

Status: Indicator pending.

The performance measure for the non-Center for Extended Learning portion of this indicator is not developed as of this report. The Student Outcomes and Competencies Committee will assume the leadership for this Indicator.

The Center for Extended Learning administers and collects student achievement reports from faculty for selected courses. These data are available but not compiled for this report. A report format will be developed and available for the next report.

Estimated timeline for this Indicator: 2 years

Measure: Department outcomes assessments; CEL evaluation forms

Information Provider: SOCC; Cabinet

Frequency of Review: Every two years

Interpreter(s): SOCC; Dean of Instruction, Professional/Technical Programs; Dean of Instruction, Transfer and Pre-College Studies; Dean of Instruction, Extended Learning

Recommending Bodies: Instructional Cabinet

Decision-makers: Vice President of Academic Affairs; Executive Staff

B. The College will create an atmosphere that inspires and prepares all students to succeed.

Indicator of Success 1B1: Retention rate for degree-seeking students at or above state averages.

Status: Indicator successfully met.

Both full-time and part-time students at Highline Community College are making greater progress toward their academic goals compared to the state average.

Each year in its Annual Report, the State Board for Community and Technical Colleges publishes a report on the progress of students toward their educational goal. This report takes a cohort of students who have indicated they plan to attend their college long enough to complete a degree and tracks them attendance through the following seven quarters.

(See Exhibit C, [Table 1B1](#).)

Measure: State Board for Community and Technical Colleges Progress Report

Information Provider: Office of Institutional Research

Frequency of Review: Annually

Interpreter(s): SOCC; Dean of Instruction, Professional/Technical Programs; Dean of Instruction, Transfer and Pre-College Studies

Recommending Bodies: Instructional Cabinet; Student Services Cabinet

Decision-makers: Vice President of Academic Affairs; Vice President of Student Services; Executive Staff

Indicator of Success 1B2: Successful completions in professional/technical, transfer and pre-college courses are comparable.

Status: Data are available but not compiled.

The criteria for this performance measure are under development. Data will be available for the next report.

Measure: Grade of ≥ 0.7 or "CR" in courses, by institutional course intent

Information Provider: Office of Institutional Research

Frequency of Review: Annually

Interpreter(s): SOCC; Dean of Instruction, Transfer and Pre-College Studies; Dean of Instruction, Professional/Technical Programs

Recommending Bodies: Instructional Cabinet; Student Services Cabinet

Decision-makers: Vice President of Academic Affairs; Vice President of Student Services; Executive Staff

Indicator of Success 1B3: Graduation rate compares favorably to peer institutions.

Status: Indicator successfully met.

The *Digest of Education Statistics, 2001*, reports the results of the "U.S. Department of Education, National Center for Education Statistics, 1995-96 Beginning Postsecondary Students Longitudinal Study, First Follow-up" in Table 314. (This table can be viewed at <http://nces.ed.gov/pubs2002/digest2001/tables/dt314.asp>.) For students starting at less-than-4-year postsecondary institutions, the graduation rate in this study was 24.0.

Highline reports graduation rate data annually to the U.S. Department of Education. The comparable rate for Highline—29.4—is well above the national rate.

(See Exhibit C, [Table 1B3](#).)

Measure: Integrated Postsecondary Education System, Graduation Rate Survey

Information Provider: Office of Institutional Research

Frequency of Review: Annually

Interpreter(s): SOCC; Dean of Instruction, Transfer and Pre-College Studies; Dean of Instruction, Professional/Technical Programs

Recommending Bodies: Instructional Cabinet; Student Services Cabinet

Decision-makers: Vice President of Academic Affairs; Vice President of Student Services; Executive Staff

Indicator of Success 1B4: Aggregate GPAs remain at or above 2.0 for 75% of students in these categories: Transfer, Developmental, Professional/Technical, Running Start, International, Distance Learning.

Status: Indicator mostly met.

The percentage of Highline students in all categories who earned aggregate GPAs at or above a 2.0 equaled or exceeded 75% with the exception of Developmental courses (73.1%). This reflects an improvement over 2000-01 data which showed students in Developmental courses and Running Start students below 75%.

(See Exhibit C, [Tables 1B4a and 1B4b](#).)

Measure: Grade analysis by course intent for Transfer, Developmental, Vocational; by Distance Education indicator for Distance Learning; by Fee Pay Status for Running Start and Contract International

Information Provider: Office of Institutional Research

Frequency of Review: Annually

Interpreter(s): SOCC; Dean of Instruction, Transfer and Pre-College Studies; Dean of Instruction, Professional/Technical Programs

Recommending Bodies: Instructional Cabinet; Student Services Cabinet

Decision-makers: Vice President of Academic Affairs; Vice President of Student Services; Executive Staff

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Indicator of Success 1B5: Aggregate GPAs remain at or above 2.0 for 75% for students by race/ethnic group, age, and gender.

Status: Indicator mostly met.

Over 80% of all students in Transfer courses and over 85% in Professional/Technical courses received a 2.0 or higher.

- By race/ethnicity group, more than 75% of students in each category earned a 2.0 or higher in both Transfer and Professional/Technical courses, with the exception of African American students (69.6% for Transfer and 74.0% for Professional/Technical earned a 2.0 or higher).
- By gender, more than 75% of both males and females earned a 2.0 or higher both in Transfer and Professional/Technical courses.
- More than 75% of students within each age group earned a 2.0 or higher both in Transfer and Professional/Technical courses.

In general, the 2001-02 data compare favorably with the 2000-01 data. However, there are slight declines in the overall percentages of students earning a 2.0 or higher both in Transfer and Professional/Technical courses (Transfer: 80.2% and 80.6% in 2001-02 and 2000-01, respectively; Professional/Technical: 86.0% and 85.0% in 2001-02 and 2000-01, respectively). In addition, while the percentage of African Americans earning a 2.0 or higher in Professional/Technical courses has increased slightly (from 73.3% to 74.0%), the percentage earning a 2.0 or higher in Transfer courses has decreased noticeably (from 72.0% to 69.6%). (See Exhibit C, [Tables 1B5a, 1B5b, and 1B5c.](#))

Measure: Grade analysis of students in credit-bearing academic and vocational courses by demographic categories.

Information Provider: Office of Institutional Research

Frequency of Review: Annually

Interpreter(s): SOCC; Dean of Instruction, Transfer and Pre-College Studies; Dean of Instruction, Professional/Technical Programs

Recommending Bodies: Instructional Cabinet; Student Services Cabinet

Decision-makers: Vice President of Academic Affairs; Vice President of Student Services; Executive Staff

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Indicator of Success 1B6: Student satisfaction with academic support services at or above peer norms.

Status: Indicator successfully met.

Highline students participating in the Noel-Levitz Student Satisfaction Inventory reported higher levels of satisfaction with academic support services than other two-year institutions in Washington and Oregon. Highline students indicated they were slightly more than somewhat satisfied while peer institutions in Washington and Oregon indicate they were slightly less than somewhat satisfied with academic support services.

(See Exhibit C, [Table 1B6.](#))

Measure: Noel-Levitz Student Satisfaction Inventory (WA, OR peers)

Information Provider: Office of Institutional Research

Frequency of Review: Every three years

Interpreter(s): SOCC; Dean of Instructional Resources; Associate Dean of Enrollment Services

Recommending Bodies: Instructional Cabinet; Student Services Cabinet

Decision-makers: Vice President of Academic Affairs; Vice President of Student Services; Executive Staff

Indicator of Success 1B7: Reduction in the number (or percent) of students on academic alert, by category (degree-seeking, Running Start, high school programs, international, and race/ethnicity).

Status: Baseline data have been established.

New guidelines for alert started in AY 2001-02. Data related to the performance measure for this indicator will be available for the next report.

Measure: Educational Planning tracking

Information Provider: Educational Planning; Office of Institutional Research

Frequency of Review: Annually

Interpreter(s): Educational Planning

Recommending Bodies: Instructional Cabinet; Student Services Cabinet

Decision-makers: Vice President of Academic Affairs; Vice President of Student Services; Executive Staff

C. The College will assess the progress of pre-college students and develop strategies for their success.

Indicator of Success 1C1: Basic skills gains at or above state averages.

Status: Indicator successfully met.

At the end of Academic Year 2001-02, the percentage of students who achieved Basic Skills gains exceeded the state system-wide target.

Beginning with the 2001-03 biennium, targets for performance indicators were established for each biennium in collaboration with guidelines developed by a Task Force organized by the State Board for Community and Technical Colleges. The system target for the biennium was set at 45%. This means that 45% of all students enrolled in Basic Skills courses will progress to a higher level course during the biennium. Highline's target was set at 44%, just below the system-wide target. However, by the end of Academic Year 2001-02, 51% of Highline's Basic Skills students had met this goal.

(See Exhibit C, [Table 1C1](#).)

Measure: State Board for Community and Technical Colleges Performance Reporting data

Information Provider: Office of Institutional Research

Frequency of Review: Annually

Interpreter(s): SOCC; Pre-College department; Dean of Instruction, Transfer and Pre-College Studies

Recommending Bodies: Instructional Cabinet

Decision-makers: Vice President of Academic Affairs; Executive Staff

Indicator of Success 1C2: Performance and/or mobility of developmental education completers at or above that of college-ready students.

Status: Indicator pending.

Data for this indicator are available through the college information system. Methodology for measuring this indicator will be developed and included in the next report.

Measure: Progress studies of Developmental Education completers

Information Provider: Developmental faculty (math, writing); Office of Institutional Research

Frequency of Review: Annually

Interpreter(s): SOCC; Pre-College department; Dean of Instruction, Transfer and Pre-College Studies

Recommending Bodies: Instructional Cabinet

Decision-makers: Vice President of Academic Affairs; Executive Staff

Indicator of Success 1C3: Skills gains in Center for Extended Learning pre-college offerings at or above program targets.

Status: Baseline data established during AY 2002-03.

The ACHIEVE program began offering courses specifically designed for individuals with learning disabilities or other educational challenges. Students in this program develop their own "Individual Learning Plan". Student progress toward meeting their individual goals will be the source for measuring this Indicator.

Data for this indicator will be included in the next report.

Measure: Center for Extended Learning standards reports (based on individual learning plan completions)

Information Provider: Center for Extended Learning

Frequency of Review: Annually

Interpreter(s): Dean of Instruction, Extended Learning

Recommending Bodies: Instructional Cabinet

Decision-makers: Vice President of Academic Affairs; Executive Staff

D. The College will assess community needs and expand the variety of instructional programs, services and technology capabilities that provide quality-learning experiences both inside and outside the classrooms .

Indicator of Success 1D1: Community reports 80% satisfaction with college responsiveness.

Status: Indicator pending.

The Center for Extended Learning implemented a new survey during Summer 2001

Criteria for this measure are under development.

Estimated timeline for this Indicator: 2 years

Measure: Community Perception survey; Professional/Technical survey; Center for Extended Learning evaluation forms; Principal and counselor evaluations

Information Provider: Institutional Advancement; Office of Institutional Research; Community Research; Professional/Technical Instruction; Extended Learning; Outreach Services

Frequency of Review: Every two years

Interpreter(s): Institutional Advancement (based on input from Center for Extended Learning, Professional/Technical Programs, Outreach)

Recommending Bodies: Executive Staff

Decision-makers: Executive Staff

E. The College will establish a process of incorporating continuous quality improvement by regularly assessing services, faculty, staff, administrators and instructional programs.

Indicator of Success 1E1: Institutional Effectiveness Report completed.

Status: Indicator successfully met.

The measures for the Institutional Effectiveness Plan *Indicators of Success* which have been developed to date are reported herein.

Measure: Institutional Effectiveness files

Information Provider: President's Office; Institutional Advancement; Office of Institutional Research

Frequency of Review: Annually

Interpreter(s): Office of Institutional Research; Human Resources; Instruction; Institutional Advancement

Recommending Bodies: Executive Staff

Decision-makers: Executive Staff

Indicator of Success 1E2: Faculty, administrators, and staff evaluations completed at 90% on schedule.

Status: Indicator partially met.

The full time faculty group has in place, for the last 10 years, a comprehensive performance evaluation. All full-time faculty are subject to the tenure or post-tenure process. Part-time faculty are evaluated annually in terms of renew or non-renewal of their contract.

Approximately 40% of classified staff are being evaluated annually. The timeline for 100% compliance is in tandem with the completion of an administrator/exempt performance evaluation system.

Currently, only 10% of administrative staff are having performance evaluation feedback. An administrator/exempt staff performance appraisal process is scheduled for implementation in January 2004.

Measure: Personnel and Instruction records

Information Provider: Human Resources; Office of Instruction

Frequency of Review: Annually

Interpreter(s): Human Resources; Office of Instruction

Recommending Bodies: Executive Staff

Decision-makers: Executive Staff

Indicator of Success 1E3: Instructional program reviews completed at the rate of four per year.

Status: Indicator partially met.

The Office of the Dean of Professional/Technical Programs conducts three program reviews annually. Professional-technical program reviews insure that the quality of educational programming reflects student needs and encourages student success. As a systematic process for the collection, analysis and interpretation of data concerning a program, its curriculum, placement of its completers into the workforce, and program viability, program reviews facilitate new scheduling proposals, curriculum changes, budget development, and hiring practices.

The Office of the Dean of Transfer and Pre-college Studies is working with the Standards, Outcomes and Competencies Committee (SOCC) to design a plan for departmental assessment within the Transfer and Pre-college Studies programs.

Measure: Instruction records

Information Provider: Professional/Technical Instruction; Transfer and Pre-college Education

Frequency of Review: Annually

Interpreter(s): Dean of Instruction, Transfer and Pre-College Studies; Dean of Instruction, Professional/Technical Programs

Recommending Bodies: Instructional Cabinet

Decision-makers: Vice President of Academic Affairs; Executive Staff

Indicator of Success 1E4: Staff perceptions of college quality are regularly assessed.

Status: Baseline data established.

Baseline data for this measure were collected from the Noel-Levitz Institutional Priorities Survey (IPS) during Spring and Fall 2001. Selected items from the IPS with additional local items are scheduled to be administered annually. Follow-up data for this indicator will be included in the next report.

Measure: Survey results (Noel-Levitz Institutional Priorities Survey or comparable instrument)

Information Provider: Office of Institutional Research

Frequency of Review: Biennially

Interpreter(s): Office of Institutional Research; Human Resources

Recommending Bodies: Executive Staff

Decision-makers: Executive Staff

F. The College will create and maintain an infrastructure that supports a safe, accessible and innovative environment for teaching and learning.

Indicator of Success 1F1: Safety incidents decrease from year to year.

Status: Indicator not met successfully.

Between 2000 and 2001, the number of incidents increased from 13 to 14. All incidents were recorded for the main campus.

In 2000, all but one of the incidents reported were motor vehicle thefts; in 2001 all incidents were related to motor vehicle thefts. The main campus of Highline Community College is located on the eastern boundary of the city of Des Moines, adjacent to the western boundary of the city of Kent. Crime statistics for both of these municipalities have increased from 2000 to 2001.

For 2001, the number of crime incidents at Highline rank at about the midpoint among other colleges within the region.

(See Exhibit C, [Tables 1F1a, 1F1b, 1F1c and 1F1d.](#))

Measure: Accident reports; crime statistics; security surveys and records; Student Right-to-Know and Campus Security Act data; Integrated Postsecondary Education Data System peer institution data.

Information Provider: Office of Institutional Research; Safety and Security Office

Frequency of Review: Annually

Interpreter(s): Safety and Security Office

Recommending Bodies: Administrative Services; Student Services Cabinet

Decision-makers: Vice President of Academic Affairs; Vice President of Student Services; Executive Staff

Indicator of Success 1F2: Percent of ADA-compliant buildings increase, as appropriate.

Status: Indicator successfully met.

Highline is dedicated to improving the accessibility of its buildings. Since 1994, Highline has improved the accessibility to 13 of its 29 existing buildings totaling nearly \$2 million. Of this amount, over 80% was spent on projects which were at the discretion of Highline, going above and beyond the statute requirements.

(See Exhibit C, [Table 1F2.](#))

Measure: ADA compliance

Information Provider: Facilities Office

Frequency of Review: Biennially

Interpreter(s): Facilities Office

Recommending Bodies: Administrative Services; Student Services Cabinet

Decision-makers: Vice President for Administrative Services; Vice President of Student Services; Executive Staff

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Indicator of Success 1F3: Student and staff perception of campus safety remains at or above peer (regional) norms.

Status: Indicator not met successfully.

Highline students rate the campus safety slightly below that of Washington and Oregon peer institutions on the Student Satisfaction Inventory. Highline employees rate the campus safety below that of employees at other colleges nationwide on the Noel-Levitz Institutional Priorities Survey.

- Highline students indicated they were somewhat satisfied with the level of campus safety and security, while students at selected Washington and Oregon peer institutions indicated they were slightly more satisfied with the levels of safety and security at their campuses.
- Highline employees indicated a lower level of satisfaction in this area, while employees nationally responded as being between somewhat satisfied and satisfied.
- (See Exhibit C, [Table 1F3.](#))

Measure: Noel-Levitz Student Satisfaction Inventory and Institutional Priorities Survey (WA, OR peers)

Information Provider: Office of Institutional Research

Frequency of Review: Every three years

Interpreter(s): Safety and Security Office; Office of Institutional Research

Recommending Bodies: Administrative Services; Student Services Cabinet

Decision-makers: Vice President for Administrative Services; Vice President of Student Services; Executive Staff

Indicator of Success 1F4: Courses offered by alternate delivery methods increase year-to-year, as appropriate.

Status: Indicator successfully met.

Highline offered its first distance education courses in Academic Year 1997-98, and has increased the number of such courses every year since.

(See Exhibit C, [Table 1F4.](#))

Measure: Instruction records (Distance Learning committee approvals, WAOL availability to HCC students)

Information Provider: Office of Institutional Research

Frequency of Review: Annually

Interpreter(s): Dean of Instructional Resources; Dean of Instruction, Transfer and Pre-College Studies; Dean of Instruction, Professional/Technical Programs

Recommending Bodies: Instructional Cabinet

Decision-makers: Vice President for Academic Affairs; Executive Staff

Strategic Initiative 2—Enhance a college climate that values diversity and global perspectives.

A. The College will deepens its understanding and appreciation of the diversity of our nation and local community.

Indicator of Success 2A1: Student and staff appreciation of diversity reported at or above peer and/or regional norms.

Status: Indicator partially met.

Highline employees and students rate the responsiveness to diverse populations slightly below that of Washington and Oregon peer institutions as well as other colleges nationwide on the Noel-Levitz Institutional Priorities Survey and the Student Satisfaction Inventory.

- Highline students indicated being *somewhat satisfied* with the diversity at Highline, scoring slightly lower than Washington and Oregon peer institutions.
- Highline employees indicated a higher level of agreement in this area than students, but still scored lower than employees nationally.
- In Winter 2002, faculty responding to an independent survey indicated Highline was *successful* in this area.

(See Exhibit C, [Tables 2A1a and 2A1b.](#))

Measure: Noel-Levitz Student Satisfaction Inventory and Institutional Priorities Survey; HCC faculty survey

Information Provider: Office of Institutional Research

Frequency of Review: Every three years

Interpreter(s): Multi-Cultural Services (with input from HR, CGG Department, D&G Committee)

Recommending Bodies: Instructional Cabinet; Student Services Cabinet

Decision-makers: Vice President of Academic Affairs; Vice President of Student Services; Executive Staff

Indicator of Success 2A2: Diversity of HCC faculty is comparable to that of the student population.

Status: Indicator not successfully met.

The race/ethnicity characteristics of Highline faculty are less diverse compared to students. While the existing data indicate a higher level of diversity among students than faculty, coding structures within the information system may distort this image. Efforts to improve the reporting of such information both for employees and students would provide a more reliable image of this indicator.

(See Exhibit C, [Table 2A2.](#))

Measure: Human Resources records; student demographics

Information Provider: Office of Institutional Research

Frequency of Review: Annually

Interpreter(s): Human Resources

Recommending Bodies: Instructional Cabinet

Decision-makers: Vice President of Academic Affairs; Executive Staff

Indicator of Success 2A3: Diversity of HCC students across program areas is comparable to that of local population.

Status: Data are available but not compiled.

The criteria related to the performance measure for this indicator are under development and will be available for the next report.

Measure: Enrollment records by course institutional intent (developmental & basic skills, professional/technical, transfer)

Information Provider: Office of Institutional Research

Frequency of Review: Every three years

Interpreter(s): Dean of Multicultural and Diversity Programs; Office of Institutional Research

Recommending Bodies: Instructional Cabinet; Student Services Cabinet

Decision-makers: Vice President of Academic Affairs; Vice President of Student Services; Executive Staff

B. The College will construct a framework to support internationalization of the College.

Indicator of Success 2B1: International contacts, initiatives, and exchanges are maintained and/or grow year-to-year.

Status: Indicator successfully met.

HCC involvement in international activities is sustained through new endeavors as existing projects reach completion.

(See Exhibit C, [Table 2B1](#).)

Measure: Grants and International Programs

Information Provider: Office of Grants; International Student Programs

Frequency of Review: Biennially

Interpreter(s): Office of Grants; International Programs (with input from CGG Department, D&G Committee)

Recommending Bodies: Instructional Cabinet

Decision-makers: Vice President of Academic Affairs; Executive Staff

Indicator of Success 2B2: Curriculum initiatives (infusion, CGG approved courses) increase as appropriate.

Status: Indicator successfully met.

Beginning in AY 1999-00, a Diversity and Globalism component was added to the requirements for the Associate of Arts degree. Although HCC had many courses in its course catalog with content related to diversity and globalism prior to the adoption of the requirement, a curriculum revision was undertaken to specifically identify such courses beginning in Fall 1999. In Academic Year 2002-03, there are 12 Culture, Globalism, and Gender (CGG) courses, in addition to courses offered through other divisions which meet the Diversity and Globalism requirement.

Since Winter 1999, grant monies have been used to develop new courses that deal either with international topics and/or fulfill the Diversity and Globalism requirements. Grant funds supported the infusion of international modules into about 25 courses. HCC also added two years of Chinese language programming and two years of Japanese language offerings to the curriculum.

The Business Division redesigned the Associate of Applied Science Degree in International Business, and instituted a Certificate of Completion of International Cargo Transportation and International Business.

(See Exhibit C, [Table 2B2](#) for related courses offered during AY 2001-02.)

Measure: Instruction records; Diversity and Globalism course list; Culture, Globalism and Gender course list

Information Provider: Office of Institutional Research

Frequency of Review: Biennially

Interpreter(s): Instructional Cabinet

Recommending Bodies: Instructional Cabinet

Decision-makers: Vice President of Academic Affairs; Executive Staff

C. The College will continue to increase the number of international students and nurture the existing systematic programs that promote interaction among international and native students.

Indicator of Success 2C1: International student enrollments will meet program goals each year.

Status: Indicator partially met.

Prior to the terrorist attacks on September 11, 2001, enrollments in the International Student Program had been increasing steadily since Academic Year 1996-97. Targets for 2000-01 and 2001-02 were set at 280 Full-Time-Equivalent Students (FTES). This goal was met for 2000-01 with 293 FTES. In 2001-02 it was nearly met with 263 FTES.

(See Exhibit C, [Table 2C1](#).)

Measure: Enrollment records

Information Provider: Office of Institutional Research

Frequency of Review: Annually

Interpreter(s): International Student Programs

Recommending Bodies: Instructional Cabinet; Student Services Cabinet

Decision-makers: Vice President of Academic Affairs; Vice President of Student Services; Executive Staff

Indicator of Success 2C2: International student retention will be comparable to that of general degree-seeking population.

Status: Data are available but not compiled.

The criteria related to the performance measure for this indicator are under development and will be available for the next report.

Measure: Data for international students utilizing logic similar to the State Board for Community and Technical Colleges "Substantial Progress Report" for state-funded students.

Information Provider: Office of Institutional Research

Frequency of Review: Annually

Interpreter(s): International Student Programs

Recommending Bodies: Instructional Cabinet; Student Services Cabinet

Decision-makers: Vice President of Academic Affairs; Vice President of Student Services; Executive Staff

Strategic Initiative 3— Strengthen and expand the presence and role of the college within the communities it serves.

A. The College will strengthen its visibility by developing a coordinated institutional advancement program

Indicator of Success 3A1: Foundation contributions increase to meet foundation targets.

Status: Indicator successfully met.

The HCC Foundation began establishing goals in Academic Year 1995-96, and have met or exceeded those goals in five of seven years. In Academic Year 2001-02, the HCC Foundation goal of \$350,000 was exceeded. Earnings for 2001-02 were \$384,298.

(See Exhibit C, [Table 3A1](#).)

Measure: Foundation records or annual reports

Information Provider: Foundation Office; Office of Institutional Research

Frequency of Review: Every three years

Interpreter(s): Office of Institutional Advancement

Recommending Bodies: Executive Staff

Decision-makers: Executive Staff

Indicator of Success 3A2: Non-state, non-governmental funding grants increase to meet annual targets.

Status: Baseline data being collected.

The Office of Institutional Advancement acquired responsibility for this measure in 2002. Formal target-setting measures were not established prior to 2002. The criteria for this indicator are under development and will be available for the next report.

Measure: Integrated Postsecondary Education Data System financial data

Information Provider: Office of Institutional Advancement; Office of Institutional Research

Frequency of Review: Annually

Interpreter(s): Office of Institutional Advancement

Recommending Bodies: Executive Staff

Decision-makers: Executive Staff

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Indicator of Success 3A3: Public perception of visibility of college improves yearly.

Status: Indicator pending.

Criteria for this measure are under development.

Estimated timeline for this Indicator: 2 years

Measure: Community perception survey

Information Provider: Office of Institutional Advancement; Office of Institutional Research

Frequency of Review: Every five years

Interpreter(s): Office of Institutional Advancement

Recommending Bodies: Executive Staff

Decision-makers: Executive Staff

Indicator of Success 3A4: Column-inches of advertising and publicity remain at or above 2001 baselines.

Status: Baseline data established.

The criteria related to the performance measure for this indicator have been established and baseline data were collected during AY 2001-02. Follow-up data will be included in the next report.

Measure: Institutional Advancement data

Information Provider: Office of Institutional Advancement

Frequency of Review: Annually

Interpreter(s): Office of Institutional Advancement

Recommending Bodies: Executive Staff

Decision-makers: Executive Staff

B. The College will strengthen its outreach program to prospective students.

Indicator of Success 3B1: High school capture rate meets or exceeds 2000 baseline.

Status: Indicator successfully met.

- In AY 2000-01, 12% of high school graduates from the Federal Way School district attended Highline Community College the year immediately after graduation. In 2001-02, this percentage had increased to 27%.
- In AY 2000-01, 22% of high school graduates from the Highline School district attended Highline Community College the year immediately after graduation. In 2001-02, this percentage had remained at 22%.
- In AY 2000-01, 17% of high school graduates from the Tukwila (South Central) School district attended Highline Community College the year immediately after graduation. In 2001-02, this percentage had increased to 25%.

(See Exhibit C, [Table 3B1.](#))

Measure: SBCTC Recent High School Graduates by District and college enrollments

Information Provider: Office of Institutional Research

Frequency of Review: Annually

Interpreter(s): Associate Dean for Enrollment Services

Recommending Bodies: Instructional Cabinet; Student Services Cabinet

Decision-makers: Vice President of Academic Affairs; Vice President of Student Services; Executive Staff

Indicator of Success 3B2: Special program (Worker Retraining, WorkFirst, Adult Basic Education, etc.) enrollments meet program targets.

Status: Indicator partially met.

- The Worker Retraining enrollment projection for 2001-02 was 224 FTES. Highline exceeded this projection, enrolling 300FTES.
- The Adult Basic Education enrollment projection for 2001-02 was 1,800. Highline exceeded this projection, enrolling 2,096 students.
- The WorkFirst program underwent substantial revision after 2001-02. Consequently, this Measure will be reported in the next report.

Measure: Adult Office of Literacy grant proposal, Worker Retraining grant proposal, and WorkFirst grand proposals; enrollment reports

Information Provider: Office of Institutional Research; ABE; Worker Retraining; WorkFirst

Frequency of Review: Varies by type of program

Interpreter(s): Dean of Instruction, Transfer and Pre-College Studies; Dean of Instruction, Professional/Technical Programs

Recommending Bodies: Instructional Cabinet; Student Services Cabinet

Decision-makers: Vice President of Academic Affairs; Vice President of Student Services; Executive Staff

Indicator of Success 3B3: College enrollment meets SBCTC-set targets, local CEL goals.

Status: Indicator partially met.

Highline's enrollments exceeded the SBCTC set targets during Academic Year 2001-02.

(See Exhibit C, [Table 3B3](#).)

CEL goals are established on an ongoing basis. A review of current data collection methods for establishing and measuring progress toward meeting target goals will be conducted. Data will be provided in the next report.

Measure: Enrollment reports; Center for Extended Learning target data

Information Provider: Office of Institutional Research; Dean of Instruction, Extended Learning

Frequency of Review: Biennially, or as required by SBCTC

Interpreter(s): Dean of Instruction, Transfer and Pre-College Studies; Dean of Instruction, Professional/Technical Programs; Dean of Instruction, Extended Learning

Recommending Bodies: Instructional Cabinet

Decision-makers: Vice President of Academic Affairs; Executive Staff

C. The College will develop, nurture and maintain strong relationships with school districts in the Highline Community College service area.

Indicator of Success 3C1: Local school representatives rate HCC responsiveness at 80% or higher.

Status: Indicator pending.

Criteria for this measure are under development to establish baseline data.

Estimated timeline for this Indicator: 2 years

Measure: School district perception survey

Information Provider: Office of Institutional Advancement; Office of Institutional Research; Community Research Center; Professional/Technical Instruction; Extended Learning; Outreach Services

Frequency of Review: Every three years

Interpreter(s): Associate Dean for Enrollment Services

Recommending Bodies: Instructional Cabinet; Student Services Cabinet

Decision-makers: Vice President of Academic Affairs; Vice President of Student Services; Executive Staff

Indicator of Success 3C2: Number of cooperative initiatives and high school program enrollments grow annually--Tech Prep agreements, Credit Retrieval Courses, and College in the High School.

Status: Data are available but not compiled.

Criteria for this measure will be developed and included in the next report.

Measure: Instruction, Student Services activity reports; enrollment records

Information Provider: Office of Cooperative Education; Dean of Instruction, Transfer and Pre-College Studies; Running Start Coordinator; Office of Institutional Research (for enrollments)

Frequency of Review: Annually

Interpreter(s): Associate Dean for Enrollment Services; Dean of Instruction, Transfer and Pre-College Studies; Dean of Instruction, Professional/Technical Programs

Recommending Bodies: Instructional Cabinet; Student Services Cabinet

Decision-makers: Vice President of Academic Affairs; Vice President of Student Services; Executive Staff

D. The College will build its capacity to carry out its role in the advancement of economic opportunities for the Highline Community College service area.

Indicator of Success 3D1: Local economic development training contacts and/or partnerships grow annually over 2001 baselines. Programs include: Pre-employment training programs, Contract training programs, Worker Retraining programs, Program development grants, Co-operative education and internships, ABE targeted programs, and CEL contracts.

Status: Indicator pending.

Criteria for this measure are under development.

Measure: Under development

Information Provider: Center for Extended Learning; ABE/ESL programs; Professional/Technical Instruction

Frequency of Review: Annually

Interpreter(s): Dean of Instruction, Center for Extended Learning; Dean of Instruction, Professional/Technical Programs; Dean of Instruction, Transfer and Pre-College Studies

Recommending Bodies: Vice President of Academic Affairs

Decision-makers: Vice President of Academic Affairs; Executive Staff

Strategic Initiative 4— Continue to foster a college climate that nourishes the well being and productivity of the college community.

A. The College will create a climate that nourishes the well being and productivity of the college community.

Indicator of Success 4A1: Positive employee perception of college climate increases annually and is comparable among employee groups.

Status: Baseline data established.

Baseline data for this indicator were established in 2001. Annual monitoring is expected and will be reported in subsequent reports.

Measure: Noel-Levitz Institutional Priorities Survey (selected standard items plus local items)

Information Provider: Office of Institutional Research

Frequency of Review: Annually for local items; every three years for standard items

Interpreter(s): Human Resources; Office of Institutional Research

Recommending Bodies: Executive Staff

Decision-makers: Executive Staff

Indicator of Success 4A2: Staff retention rate remains comparable to or better than 2001-02 baseline.

Status: Baseline data established.

Baseline data for this indicator were established in 2001. Annual monitoring is expected and will be reported in subsequent reports.

Measure: Human Resources records

Information Provider: Human Resources

Frequency of Review: Annually

Interpreter(s): Human Resources

Recommending Bodies: Executive Staff

Decision-makers: Executive Staff

B. The College will continue to support positive interactions and promote candid, open exchange of ideas concerning new innovations.

Indicator of Success 4B1: Employee perception of openness improves or remains same over 2001 baseline.

Status: Baseline data established.

Baseline data for this indicator were established in 2001. Annual monitoring is expected and will be reported in subsequent reports.

Measure: Noel-Levitz Institutional Priorities Survey (selected standard items plus local items)

Information Provider: Office of Institutional Research

Frequency of Review: Annually for local items; every three years for standard items

Interpreter(s): Human Resources; Office of Institutional Research

Recommending Bodies: Executive Staff

Decision-makers: Executive Staff

C. The College will continue to create programs and support training, professional growth and development for all employees.

Indicator of Success 4C1: Budgets (inflation adjusted) and usage levels of professional development funds remain at or above 2000 baselines.

Status: Indicator pending.

Criteria for this measure are under development.

Estimated timeline for this Indicator: 1 year

Measure: Budget records

Information Provider: Office of Institutional Research; Business Office; Instructional Budgeting

Frequency of Review: Every three years

Interpreter(s): Administrative Services

Recommending Bodies: Executive Staff

Decision-makers: Executive Staff

Indicator of Success 4C2: Employee perception of professional development opportunities improves annually in aggregate and is consistent for all employee categories.

Status: Baseline data established.

Baseline data for this indicator were established in 2001. Annual monitoring is expected and will be reported in subsequent reports.

Measure: Noel-Levitz Institutional Priorities Survey (selected standard items plus local items)

Information Provider: Human Resources; Office of Institutional Research

Frequency of Review: Annually for local items; every three years for standard items

Interpreter(s): Human Resources; Office of Institutional Research

Recommending Bodies: Executive Staff

Decision-makers: Executive Staff

D. The College will maintain and expand its tradition of acknowledging excellence in teaching, learning, service and innovative contributions to the institution.

Indicator of Success 4D1: Employees report that contributions are acknowledged.

Status: Baseline data established.

Baseline data for this indicator were established in 2001. Annual monitoring is expected and will be reported in subsequent reports.

Measure: Noel-Levitz Institutional Priorities Survey (selected standard items plus local items)

Information Provider: Office of Institutional Research

Frequency of Review: Annually for local items; every three years for standard items

Interpreter(s): Human Resources; Office of Institutional Research

Recommending Bodies: Executive Staff

Decision-makers: Executive Staff

E. The College will re-assess and revamp its current internal communication system to improve quality and responsiveness.

Indicator of Success 4E1: Employees report satisfaction with internal communication.

Status: Indicator partially met.

In Spring and Fall 2001, Highline administered the Noel-Levitz Institutional Priorities Survey to all employees. Ten institution-defined questions were directed toward identifying employee satisfaction with the work environment. Several of these involved communication within the College.

Employees were asked the extent to which they agreed to the statements and the level of importance. Agreement responses ranged from slightly more than neutral to slightly more than somewhat agree. Importance responses ranged from just below agree to nearly strongly agree. The “gap” between the importance and agreement scores is a better descriptor of “satisfaction” levels, as it takes into account the degree of importance employees regard specific items relative to their satisfaction. Small gaps indicate expectations are being met. (See Exhibit C, [Table 4E1](#).)

The Noel-Levitz instrument limited the number of local items to ten. However, additional items regarding institutional climate and internal communications will be developed. These internal surveys will be administered annually to capture more specific information from employees regarding issues of internal communications. The results of these efforts will be reported to the college community accordingly.

Measure: Noel-Levitz Institutional Priorities Survey (selected standard items plus local items)

Information Provider: Office of Institutional Research

Frequency of Review: Annually for local items; every three years for standard items

Interpreter(s): Human Resources; Office of Institutional Research

Recommending Bodies: Executive Staff

Decision-makers: Executive Staff

EXHIBITS

Exhibit A: 2001 HCC Strategic Plan

Exhibit B: 2001 Institutional Effectiveness Plan

Exhibit C: IEP Indicator Data Tables

EXHIBIT A



Vision

Highline Community College is valued as the educational crossroads where dreams are shaped, communities created and excellence achieved.

College Mission

We -- the faculty, staff, administrators, and Board of Trustees of Highline Community College -- provide the members of our diverse and multi-faceted community with superior educational programs and services to develop the knowledge, skills, attitudes and values necessary for productive, responsible, and meaningful lives. We seek to assist our student body and lead our community in fulfilling their life-long learning needs.

Values

- | | |
|------------------------------|--|
| Excellence: | We strive for the highest quality in all our programs and services. |
| Access: | We believe education should be available to all who seek it. |
| Commitment: | We commit our energy and resources to our students, our local community and their success. |
| Creativity: | We encourage innovative thought and action. |
| Collaboration: | We value teamwork, joint responsibility and ownership. |
| Community: | We value our local community and are dedicated to serving its educational needs. |
| Diversity: | We respect the rights and perspectives of the diverse populations who study and work at our college. |
| Internationalization: | We value a global perspective and respect cultural diversity. |

Strategic Initiative #1
Achieve excellence in teaching and learning.

Activities:

- A. The College will rigorously pursue superior academic and skills-based student outcomes.**
- B. The College will create an atmosphere that inspires and prepares all students to succeed.**
- C. The College will assess the progress of pre-college students and develop strategies for their success.**
- D. The College will assess the community to ensure that the instructional programs, services and technology capabilities respond to community needs.**
- E. The College will establish a process of incorporating continuous quality improvement by regularly assessing services, staff, faculty, administrators and instructional programs.**
- F. The College will create and maintain an infrastructure that supports a safe, accessible and innovative environment for teaching and learning.**

Strategic Initiative #2
Enhance a college climate that values diversity and global perspectives.

Activities:

- A. The College community will deepen its understanding and appreciation of the diversity of our nation and local community.**
- B. The College will sustain and enhance the framework to support internationalization of the College.**
- C. The College will continue to increase the number of international students and nurture the existing systematic programs that promote interaction among international and native students.**

Strategic Initiative #3
Strengthen and expand the presence and role of the college within the communities it serves.

Activities:

- A. The College will strengthen its visibility by developing a coordinated institutional advancement program.**
- B. The College will strengthen its outreach program to prospective students.**

- C. The College will develop, nurture and maintain strong relationships with school districts in the Highline Community College service area.**
- D. The College will build its capacity to carry out its role in the advancement of economic opportunity for the communities in the Highline Community College service area.**

Strategic Initiative #4

Continue to foster a college climate that nourishes the well being and productivity of the college community.

Activities:

- A. The College will continue to support positive interactions and promote candid, open exchange of ideas concerning new innovations.**
- B. The College will continue to create programs and support training, professional growth and development for all employees.**
- C. The College will maintain and expand its tradition of acknowledging excellence in teaching, learning, service and innovative contributions to the institution.**
- D. The College will reassess and revamp its current internal communication system to improve quality and responsiveness.**

Adopted November 8, 2001
Highline Community College Board of Trustees

Exhibit B.
Highline Community College
Institutional Effectiveness Plan

<u>Initiative</u> <u>Indicators of Success</u>	<u>Measure(s)</u>	<u>How Often</u>	<u>Interpreter(s)</u>	<u>Recommending Bodies</u>	<u>Information</u> <u>Provider</u>
Strategic Initiative 1					
A. <i>The College will rigorously pursue superior academic and skills-based student outcomes.</i>					
Indicators of Success:					
1A1.	Post-transfer student GPAs at or above those of native students.	UW transfer comparisons rates	Annually	SOCC Dean of Instruction/Transfer and Pre-College Studies	Instructional Cabinet Office of Institutional Research
1A2.	Professional/Technical employment placements at or above state averages.	Employment/placement record (SBCTC annual report) "Status of job preparation Completers 9 months After College"	Annually	SOCC Dean of Instruction/Professional Technical Programs	Instructional Cabinet Office of Institutional Research
1A3.	Student-self report of gains at/above national norms.	CCSEQ (or comparable instrument)	3 Years	SOCC Dean of Instruction/Transfer and Pre-College Studies Dean of Instruction/Professional Technical Programs	Instructional Cabinet Office of Institutional Research
1A4.	Student satisfaction with instruction at/above national and regional norms.	Noel-Levitz Student Satisfaction Inventory 2001 (WA, OR peers)	3 Years	SOCC Dean of Instruction/Transfer and Pre-College Studies Dean of Instruction/Professional Technical Programs	Instructional Cabinet Office of Institutional Research
1A5.	Employer satisfaction with HCC completers at 80% or higher.	Employer survey	3 Years	SOCC Dean of Instruction/Professional Technical Programs	Instructional Cabinet Professional/Technical programs
1A6.	Departments report achievement of student outcomes at 80% or higher.	Department outcomes assessments CEL evaluations forms	2 Years	SOCC Dean of Instruction/Professional Technical Programs Dean of Instruction/Transfer and Pre-College Studies Dean of Instruction, Extended Learning	Instructional Cabinet SOCC Cabinet
B. <i>The College will create an atmosphere that inspires and prepares all students to succeed.</i>					
Indicators of Success:					
1B1.	Retention rate for degree-seeking students at or above state averages.	SBCTC substantial progress study	Annually	SOCC Dean of Instruction/Professional Technical Programs Dean of Instruction/Transfer and Pre-College Studies	Instructional Cabinet Student Services Cabinet Office of Institutional Research
1B2.	Successful completions in professional/technical, transfer and pre-college courses are comparable.	≥ 0.7 or "CR" in courses, by institutional course intent.	Annually	SOCC Dean of Instruction/Transfer and Pre-College Studies Dean of Instruction/Professional Technical Programs	Instructional Cabinet Student Services Cabinet Office of Institutional Research
1B3.	Graduation rate compares favorably to national norm	IPEDS Graduation Rate Survey	Annually	SOCC Dean of Instruction/Transfer and Pre-College Studies Dean of Instruction/Professional Technical Programs	Instructional Cabinet Student Services Cabinet Office of Institutional Research

Institutional Effectiveness Plan

continued

	<u>Initiative</u> <u>Indicators of Success</u>	<u>Measure(s)</u>	<u>How Often</u>	<u>Interpreter(s)</u>	<u>Recommending Bodies</u>	<u>Information</u> <u>Provider</u>
1B4.	Aggregate GPAs remain at/above 2.0 for 75% of students in these categories: Transfer, Developmental, Professional/Technical, Running Start, International, Distance Learning.	Grade analysis by course intent for Transfer, Developmental, Professional/Technical; by Dist-Ed indicator for Distance Learning; by Fee-Pay-Status for Running Start and Contract International	Annually	SOCC Dean of Instruction/Transfer and Pre-College Studies Dean of Instruction/Professional Technical Programs	Instructional Cabinet Student Services Cabinet	Office of Institutional Research
1B5.	Aggregate GPAs remain at/above 2.0 for 75% for students by race/ethnic group, age, and gender.	Grade analysis of students in credit-bearing academic and vocational courses by demographic categories.	Annually	SOCC Dean of Instruction/Transfer and Pre-College Studies Dean of Instruction/Professional Technical Programs	Instructional Cabinet Student Services Cabinet	Office of Institutional Research
1B6.	Student satisfaction with academic support services at/or above peer norms.	Noel-Levitz Student Satisfaction Inventory (WA, OR peers)		SOCC Dean of Instructional Resources Associate Dean of Enrollment Services	Instructional Cabinet Student Services Cabinet	Office of Institutional Research
1B7.	Reduction in the number (or percent) of students on academic alert, by category (degree-seeking, Running Start, high school programs, international, and race/ethnicity)	Educational Planning Tracking	Annually	Educational Planning	Instructional Cabinet Student Services Cabinet	New guidelines for alert started 2001-02 Educational Planning Office of Institutional Research
C. <i>The College will assess the progress of pre-college students and develop strategies for their success.</i>						
Indicators of Success:						
1C1.	Basic skills gains at/above state averages.	SBCTC performance reporting	Annually	SOCC Pre-College department Dean of Instruction/Transfer and Pre-College Studies	Instructional Cabinet	Office of Institutional Research
1C2.	Performance/mobility of dev-ed completers at/above that of college-ready students.	Progress studies of Developmental Education completers	Annually	SOCC Pre-College department Dean of Instruction/Transfer and Pre-College Studies	Instructional Cabinet	Develop faculty (math, writing); Office of Institutional Research
1C3.	Skills gains in Center for Extended Learning pre-college offerings at/above program targets.	CEL skills standards reports (based on individual learning plan completions)	Annually	Dean of Instruction, Extended Learning	Instructional Cabinet	CEL
D. <i>The College will assess community needs and expand the variety of instructional programs, services and technology capabilities that provide quality-learning experiences both inside and outside the classrooms.</i>						
Indicators of Success:						
1D1.	Community reports 80% satisfaction with college responsiveness.	<ul style="list-style-type: none"> Community perception survey Professional/Technical survey Extended Learning evaluation forms Principal and counselor evaluations 	2 Years	Institutional Advancement (based on input from center for Extended Learning, Professional/Technical Programs, Outreach)	Executive Staff	Institutional Advancement Office of Institutional Research Community Research Professional/Technical Instruction Extended Learning Outreach Services

Institutional Effectiveness Plan

continued

	<u>Initiative</u> <u>Indicators of Success</u>	<u>Measure(s)</u>	<u>How Often</u>	<u>Interpreter(s)</u>	<u>Recommending Bodies</u>	<u>Information</u> <u>Provider</u>
E.	<i>The College will establish a process of incorporating continuous quality improvement by regularly assessing services, faculty, staff, administrators and instructional programs.</i>					
	Indicators of Success:					
1E1.	Institutional Effectiveness Report completed.	Institutional Research files	Annually	Institutional Research, Human Resources, Instruction, Institutional Advancement	Executive Staff	President's Office/Institutional Advancement Office of Institutional Research
1E2.	Faculty/admin/staff evaluations completed at 90% on schedule.	Personnel and Instruction records	Annually	Human Resources/Instruction office	Executive Staff	HR/Instruction
1E3.	Instructional Program reviews completed 4/year.	Instruction records	Annually	Dean of Instruction/Transfer and Pre-College Studies Dean of Instruction/Professional Technical Programs	Instructional Cabinet	Professional/Technical Instruction Transfer and Pre-college Education
1E4.	Staff perceptions of college quality are regularly assessed.	Survey results (Community Perception, Noel-Levitz, CCSEQ)	2 Years	Institutional Research, Human Resources	Executive Staff	Office of Institutional Research
F.	<i>The College will create and maintain an infrastructure that supports a safe, accessible and innovative environment for teaching and learning.</i>					
	Indicators of Success:					
1F1.	Safety incidents decrease from year to year.	Accident reports <ul style="list-style-type: none"> • Crime statistics • Security surveys and records • Student Right-to-Know • IPEDS data 	Annually	Security Office	Administrative Services Student Services Cabinet	Office of Institutional Research Safety and Security Office
1F2.	Percent of ADA-compliant buildings increase, as appropriate.	ADA compliance	Biennially	Facilities	Administrative Services Student Services Cabinet	Facilities
1F3.	Student and staff perception of campus safety remains at/or above peer (regional) norms.	Noel-Levitz Student Satisfaction Inventory and Institutional Priorities Survey (WA, OR peers)	3 Years	Security Office, Institutional Research	Administrative Services Student Services Cabinet	Office of Institutional Research
1F4.	Courses offered by alternate delivery methods increase year-to-year, as appropriate	Instruction records (Distance Learning committee approvals, WAOL availability to HCC students)	Annually	Dean of Instructional Resources Dean of Instruction/Transfer and Pre-College Studies Dean of Instruction/Professional Technical Programs	Instructional Cabinet	Office of Institutional Research
Strategic Initiative 2						
A.	<i>The College will deepen its understanding and appreciation of the diversity of our nation and local community.</i>					
	Indicators of Success:					
2A1.	Student and staff appreciation of diversity reported at/above peer (regional) norms.	<ul style="list-style-type: none"> • Noel-Levitz Student Satisfaction Inventory & Institutional Priorities Survey • HERI survey (selected items) 	3 Years	Multi-Cultural Services (with input from HR, CGG Department, D&G Committee)	Instructional Cabinet Student Services Cabinet	Office of Institutional Research
2A2.	Diversity of HCC faculty is comparable to that of student population.	<ul style="list-style-type: none"> • HR Records • Local Demographics 	Annually	Human Resources	Instructional Cabinet	Office of Institutional Research

Institutional Effectiveness Plan

continued

	<u>Initiative</u> <u>Indicators of Success</u>	<u>Measure(s)</u>	<u>How Often</u>	<u>Interpreter(s)</u>	<u>Recommending Bodies</u>	<u>Information</u> <u>Provider</u>
2A4.	Diversity of HCC students across program areas is comparable to that of local population.	Enrollment records by course institutional intent (developmental & basic skills, professional/ technical, transfer)	3 Years	Dean of Multicultural and Diversity Programs, Institutional Research	Instructional Cabinet Student Services Cabinet	Office of Institutional Research
B.	<i>The College will construct a framework to support internationalization of the College.</i>					
	Indicators of Success:					
2B1.	International contacts, initiatives, and exchanges are maintained and/or grow year-to-year.	Grants & International Programs	2 Years	Office of Grants and International Programs (with input from CGG Department, D&G Committee)	Instructional Cabinet	Grants/International Programs (Kathleen)
2B2.	Curriculum initiatives (infusion, CGG approved courses) increase as appropriate	<ul style="list-style-type: none"> • Instruction records • Diversity & Globalism list • CGG offerings list 	2 years	Dean of Instruction/Transfer and Pre-college Studies	Instructional Cabinet	Office of Institutional Research
C.	<i>The College will continue to increase the number of international students and nurture the existing systematic programs that promote interaction among international and native students.</i>					
	Indicators of Success:					
2C1.	International student enrollments will meet program goals each year	Enrollment records	Annually	International Student Program	Instructional Cabinet Student Services Cabinet	Office of Institutional Research
2C2.	International student retention will be comparable to that of general degree-seeking population	(Data comparable to SBCTC Substantial Progress Report)	Annually	International Student Program	Instructional Cabinet Student Services Cabinet	Office of Institutional Research
Strategic Initiative 3						
A.	<i>The College will strengthen its visibility by developing a coordinated institutional advancement program.</i>					
	Indicators of Success:					
3A1.	Foundation contributions increase to meet foundation targets	Foundation records (e.g. annual reports)	3 Years	Office of Institutional Advancement	Executive Staff	Foundation Office of Institutional Research
3A2.	Non-state, non-governmental funding grants increase to meet annual targets.	IPEDS financial data	Annually	Office of Institutional Advancement	Executive Staff	Office of Institutional Research
3A3.	Public perception of visibility of college improves over 2001 baseline	Community perception survey	5years	Office of Institutional Advancement,	Executive Staff	Institutional Advancement Office of Institutional Research
3A4.	Column-inches of advertising and publicity remain at/above 2001 baselines	Institutional Advancement data	Annually	Office of Institutional Advancement	Executive Staff	Office of Institutional Advancement
B.	<i>The College will strengthen its outreach program to prospective students.</i>					
	Indicators of Success:					
3B1.	High school capture rate meets/exceeds 2000 baseline	SBCTC studies	Annually	Associate Dean for Enrollment Services	Instructional Cabinet Student Services Cabinet	Office of Institutional Research Enrollment Services

Institutional Effectiveness Plan

continued

	<u>Initiative</u> <u>Indicators of Success</u>	<u>Measure(s)</u>	<u>How Often</u>	<u>Interpreter(s)</u>	<u>Recommending Bodies</u>	<u>Information</u> <u>Provider</u>
3B2.	Special program (Worker Retraining, WorkFirst, Adult Basic Education, etc.) enrollments meet program targets.	Enrollment reports	Could vary according to program requirements	Dean of Instruction, Transfer and Pre-College Education Dean of Instruction, Professional/Technical Education	Instructional Cabinet Student Services Cabinet	Office of Institutional Research plus Worker Retraining WorkFirst ABE
3B3.	College enrollment meets SBCTC-set targets, local CEL goals.	Enrollment reports	Biennially, or as required by SBCTC	Dean of Instruction, Transfer and Pre-College Education Dean of Instruction, Professional/Technical Education Dean of Instruction, Extended Learning	Instruction Cabinet	Office of Institutional Research CEL for CEL portion
<hr/>						
C.	<i>The College will develop, nurture and maintain strong relationships with school districts in the Highline Community College service area.</i>					
	Indicators of Success:					
3C1.	Local school representatives rate HCC responsiveness at 80% or higher.	School district perception survey	3 Years	Associate Dean for Enrollment Management	Instructional Cabinet Student Services Cabinet	Institutional Advancement Office of Institutional Research Community Research Professional/Technical Instruction Extended Learning Outreach Services
3C2.	Number of cooperative initiatives and high school program enrollments grow annually. <ul style="list-style-type: none"> Tech Prep agreements Credit Retrieval Courses College in the High School 	Instruction, Student Services activity reports; enrollment records	Annually	Associate Dean for Enrollment Management Dean of Instruction, Transfer and Pre-College Education Dean of Instruction, Professional/Technical Education	Student Services Cabinet Instructional Cabinet	Nancy Warren Jeff & Karen Office of Institutional Research (for enrollments)
<hr/>						
D.	<i>The College will build its capacity to carry out its role in the advancement of economic opportunities for the Highline Community College service area.</i>					
	Indicators of Success:					
3D1.	Local economic development training contacts/partnerships grow annually over 2001 baselines. Programs include <ul style="list-style-type: none"> Pre-employment training programs Contract training programs Worker retraining programs Program development grants Co-operative education/internship ABE targeted programs CEL contracts 		Annually	Center for Extended Learning Dean of Instruction/Professional Technical Programs	V.P. of Instruction	CEL ABE/ESL programs Professional/Technical Instruction

Institutional Effectiveness Plan

continued

<u>Initiative</u> <u>Indicators of Success</u>	<u>Measure(s)</u>	<u>How Often</u>	<u>Interpreter(s)</u>	<u>Recommending Bodies</u>	<u>Information</u> <u>Provider</u>
Strategic Initiative 4					
A. <i>The College will create a climate that nourishes the well being and productivity of the college community.</i>					
Indicators of Success:					
4A1.	Positive employee perception of college climate increases annually and is comparable among employee groups.	<ul style="list-style-type: none"> Noel-Levitz Institutional Priorities Survey (local items) HERI surveys 	3 Years	Human Resources Office of Institutional Research	Executive Staff Office of Institutional Research
4A2.	Staff retention rate moves toward goals set by trustees (2001).	HR records 2001-02 baseline (year end report)	Annually	Human Resources	Executive Staff Human Resources
B. <i>The College will continue to support positive interactions and promote candid, open exchange of ideas concerning new innovations.</i>					
Indicators of Success:					
4B1.	Employee perception of openness improves/remains same over 2001 baseline.	<ul style="list-style-type: none"> Employee Survey (N-L IPS 10 local questions plus supplemental questions) HERI surveys 	Annually 3 Years	Human Resources Office of Institutional Research	Executive Staff Office of Institutional Research
C. <i>The College will continue to create programs and support training, professional growth and development for all employees.</i>					
Indicators of Success:					
4C1.	Budgets (inflation adjusted) and usage levels of professional development funds remain at/above 2000 baselines.	Budget records	3 Years	Administrative Services	Executive Staff Office of Institutional Research Business Office Instructional Budgeting
4C2.	Employee perception of professional development opportunities improves annually in aggregate and is consistent for all employee categories.	<ul style="list-style-type: none"> Employee Survey (N-L IPS 10 local questions plus supplemental questions) f surveys HERI surveys 	Annually 3 Years	Human Resources Office of Institutional Research	Executive Staff Office of Institutional Research
D. <i>The College will maintain and expand its tradition of acknowledging excellence in teaching, learning, service and innovative contributions to the institution.</i>					
Indicators of Success:					
4D1.	Employees report that contributions are acknowledged	Employee Survey (N-L IPS 10 local questions plus supplemental questions)	Annually	Human Resources Office of Institutional Research	Executive Staff Office of Institutional Research
E. <i>The College will re-assess and revamp its current internal communication system to improve quality and responsiveness.</i>					
Indicators of Success					
4E1.	Employees report satisfaction with internal communication	Employee Survey (N-L IPS 10 local questions plus supplemental questions)	3 Years	Human Resources Office of Institutional Research	Executive Staff Office of Institutional Research

Exhibit C.

Institutional Effectiveness Report

ACCESS TO DATA TABLES THROUGH LINKS IN REPORT