

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 2002-03**

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The final product benefited greatly from your efforts.

INSTITUTIONAL EFFECTIVENESS REPORT
A Comprehensive Review of Progress toward Achieving Our
Strategic Initiatives
Highline Community College
Academic Year 2002-03

HIGHLIGHTS

Highline continues to make progress toward achieving its strategic goals.

- 63% of the Indicators of Success reported are *Successfully Met* in AY 2002-03**
This indicates strong improvement over AY 2001-02, when 48% of the Indicators of Success had been *Successfully Met*.

	<u>% of Indicators in Category</u>	
	<u>AY 2001-02</u>	<u>AY 2002-03</u>
<i>Successfully Met</i>	48%	63%
<i>Mostly Met</i>	15%	11%
<i>Partially Met</i>	26%	19%
<i>Not successfully met</i>	11%	7%

- More Indicators Measured in AY 2002-03 Report**
The combined AY 2001-02 and AY 2002-03 reports reflect data for nearly 80% of the Indicators of Success. In AY 2001-02, about 50% of the Indicators of Success had been measured.

<u>Initiative</u>	<u># Indicators</u>	<u># Indicators in Report</u>
<i>One</i>	25	20
<i>Two</i>	7	6
<i>Three</i>	10	7
<i>Four</i>	7	6

Measuring Progress in AY 2002-03

The *Academic Year 2002-03 Institutional Effectiveness Report* is the second annual report since adoption of the Institutional Effectiveness Plan in AY 2001-02.

As in the AY 2001-02 Report, four levels of success were used to determine the status of an Indicator: *Successfully Met, Mostly Met, Partially Met, or Not Successfully Met*. In addition, Indicators for which data were not scheduled for this report are designated accordingly.

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.

As mentioned previously, data for all identified Indicators of Success are not available. Those which are not available are in the process of being developed. However, in this second annual report, the number of Indicators for which data were available has increased, providing decision-makers with more data upon which to base their decisions.

To facilitate comparing progress over time, information for both reporting years has been included in this report.

Current Status of Indicators and Measures

The current IEP contains 49 Indicators of Success. To date, 91 Measures have been identified for these 49 Indicators.

For some Indicators, relevant data for Measures do not exist. Such missing data generally fall into one of two categories:

1. baseline data in development and scheduled for updating within one to three years, or

2. data based on undeveloped instruments (such as surveys), which are due to become available farther into the future.

Reporting periods for Indicators vary. In order to maintain continuity from one report to the next, data generated for the first report are included for those Indicators which are not due for reporting in this cycle, when applicable.

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 2002-03: Indicator pending.

Due to personnel changes at the University of Washington, the original report for this indicator will not be replicated. Alternative sources are being investigated for future reports.

Status 2001-02: Indicator mostly met.

(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 2002-03: Indicator successfully met.

Employment placements for students completing a Professional-Technical program at Highline are higher than the state as a whole. Highline students completing between 6 and 45 credits without earning a certificate or degree also achieve a higher placement rate than similar students in the rest of the state.

For those completing programs in 2000-01, 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 82% and non-completers averaging 77%.

(See Exhibit C, Table 1A2.)

Status 2001-02: Indicator successfully met.

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

Institutional Effectiveness Report

AY 2002-03

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

Status 2002-03: Indicator review period not applicable.

Status 2001-02: Indicator mostly met.

(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 2002-03: Indicator review period not applicable.

Status 2001-02: Indicator successfully met.

(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

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

Status 2002-03: Indicator pending; review period not applicable.

The performance measure for this indicator is under development.

Estimated timeline for this Indicator: 2 years

Status 2001-02: Indicator pending.

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

Institutional Effectiveness Report

AY 2002-03

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

Status 2002-03: Indicator review period not applicable. Limited progress provided.

The Standards Outcomes and Competencies Committee (SOCC) has assumed responsibility for guiding progress toward achieving this Indicator. In AY 2001-02, SOCC created an Assessment Action Plan for addressing deficiencies in department-level assessment. Since adoption of the Plan, SOCC has made considerable progress toward achieving its goals.

(See Exhibit C, Figure 1A6. for the Action Plan and accomplishments to date.)

The Center for Extended Learning administers and collects student achievement reports from faculty for credit courses. In AY 2002-03, completion rates for these courses reflect an overall “pass” rate of 94%.

(See Exhibit C, Table 1A6.)

Estimated timeline for this Indicator: 2 years

Status 2001-02: Indicator pending.

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 2002-03: Indicator partially met. New baseline data established.

With the publication of the AY 2002-03 report, the SBCTC changed the methodology for calculating student progress. While the process used in the past tracked student persistence, the new process tracks students who are “successful” and persist.

The percentage of full-time students planning to earn an associate degree and making substantial progress toward that goal is comparable to the state as a whole (68% for both). However, the percentage of HCC part-time students meeting these criteria is below the state average (HCC—27%; state—32%).

(See Exhibit C, Table 1B1.)

Status 2001-02: Indicator successfully met.

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

Institutional Effectiveness Report

AY 2002-03

Indicator of Success 1B2: Successful completions in Professional-Technical, Transfer and Pre-college (Developmental) courses are comparable.

Status 2002-03: Indicator mostly met.

In Fall 2002, over 80% of students enrolled in Academic, Developmental, and Professional-Technical intent courses successfully completed those courses. For each category, these percentages are higher than for Fall 2001. The *Mostly Met* indicator is being applied due to the variance of successful completions among the types of courses. Successful completions in Developmental courses was at 82.9%, while successful completions in Academic and Professional-Technical courses were 85.7% and 87.2%, respectively.

(See Exhibit C, Table 1B2.)

Status 2001-02: Data were not compiled.

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 2002-03: Indicator successfully met. Comparison data not updated since 2001-02.

The *Digest of Education Statistics*, 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". (The table can be viewed under *Outcomes* at <http://nces.ed.gov/pubs2002/digest2002>.) For students starting at less-than-4-year postsecondary institutions, the graduation rate in this study was 24.0, for the most recent year of data reported, 1998.

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.)

Status 2001-02: Indicator successfully met.

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

Institutional Effectiveness Report

AY 2002-03

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 2002-03: Indicator successfully met.

The percentage of Highline students in all categories who earned aggregate GPAs at or above a 2.0 equaled or exceeded 75%. This reflects an improvement over 2001-02 data which showed Developmental courses students below 75%.

Two categories warrant special comment—Distance Education and Running Start. The number of students enrolled in Distance Education courses in the GPA calculation increased over 45% from 2001-02 to 2002-03, from 639 to 928. While the percentage of students earning a 2.0 or higher remained above the 75% goal, it did suffer a decrease (from 82.2% of 2001-02 students to 79.8% of 2002-03 students). In addition, the Average GPA for these students dropped from 3.0 to 2.8.

Similar to Distance Education but on a smaller scale, the number of Running Start students increased 16% from 2001-02 to 2002-03, from 687 to 797. Unlike the Distance Education students, the Average GPA for Running Start students remained at the 2001-02 level of 2.9 for 2002-03. However, the percentage of students earning a 2.0 or higher decreased from 78.9% in 2001-02 to 75.7% in 2002-03, bringing this category of students within less than one percentage point of the indicator threshold.

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

Status 2001-02: Indicator mostly met.

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

Institutional Effectiveness Report

AY 2002-03

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

Status 2002-03: Indicator mostly met.

Both for Transfer and Professional-Technical courses, the percentages of all students receiving a 2.0 or higher remained above 75% and increased from 2001-02 to 2002-03.

Indicator successfully met by gender both for Transfer and Professional-Technical courses.

There were slight increases in the percentages both of males and females earning a 2.0 or higher in Transfer courses. The percentage of females in Professional-Technical courses earning a 2.0 or higher increased over two percentage points (from 86.4% to 88.7%), while the percentage of males in these courses dropped slightly (from 82.2% to 81.6%).

Indicator successfully met by race/ethnicity group for Professional-Technical courses and mostly met for Transfer courses.

The percentages of students earning 2.0 or higher grades in Professional-Technical courses were above the minimum in 2002-03 for *all* categories, an improvement over 2001-02. In addition, percentages increased for every category except Hispanic, which suffered a decrease from 81.1% to 79.8%. Notable increases occurred for Asian/Pacific Islanders, African Americans, Native Americans, and Other and International students.

In Transfer courses, progress toward the 75% minimum was made by African American students (increasing to 70.4% from 69.6%), the only category below the 75% goal. Hispanic students were the only race/ethnic group with a decline, dropping from 81.3% to 75.9%.

Indicator successfully met by age group.

Similar to AY 2001-02, more than 75% of students within each age group earned a 2.0 or higher both in Transfer and Professional-Technical courses.

(See Exhibit C, Figures and Tables 1B5a and 1B5b.)

Status 2001-02: Indicator mostly met.

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

Institutional Effectiveness Report

AY 2002-03

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

Status 2002-03: Indicator review period not applicable.

The Noel-Levitz Student Satisfaction Inventory will be conducted in the spring of 2005.

Status 2001-02: Indicator successfully met.

(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 2002-03: New baseline data being developed.

New guidelines for alert started in AY 2001-02. However, the interpretation of the guidelines during AY 2001-02 were inconsistent with the intent of the guidelines. New criteria were established beginning Summer 2003. Data related to the performance measure for this indicator will be available for the next report.

Status 2001-02: Baseline data have been established.

Measure: Educational Planning tracking

Information Provider: Registrar's Office; 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 2002-03: Indicator successfully met.

At the end of Academic Year 2002-03, the second year of the biennial Performance Reporting period, the percentage of Highline Community College students who achieved Basic Skills gains exceeded the state system-wide percentage by two percentage points (HCC—53%; state—51%).

(See Exhibit C, Table 1C1.)

Status 2001-02: Indicator successfully met.

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 2002-03: Indicator not successfully met.

An analysis of grades earned in Fall 2002 college-level math and writing courses indicates students who enrolled in developmental classes prior to taking a college-level course (in the same discipline) do not earn grades as high as their “direct entry” counterparts. The average grade earned for direct entry students in college-level math courses was 3.08 compared to 2.91 for developmentally-prepared students. Similarly, direct entry students in writing earned an average grade of 2.90 compared to 2.70 for developmentally-prepared students. (Neither of these differences proved to be statistically significant. Placement test scores were not used in the analysis.)

(See Exhibit C, Table 1C2.)

Status 2001-02: Indicator pending.

Measure: Grade analysis of student performance in selected Math and Writing courses

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

Institutional Effectiveness Report

AY 2002-03

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

Status 2002-03: Baseline data recorded. AY 2003-04 will be first comparison year.

The ACHIEVE program offers 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 individual goals is the source for measuring this Indicator.

During AY 2002-2003, 60 students entered the ACHIEVE Program with an identified goal or goals. The goals and objectives to meet them were determined in a variety of ways, either through the student's Division of Vocational Rehabilitation (DVR) or Individual Employment plan or by meeting directly with an ACHIEVE instructor or advisor.

By the end of the academic year, 39 students (65%) had reached their identified goals. The remainder of the students have either exited the program or are currently working toward their goals.

Status 2001-02: Baseline data established during AY 2002-03.

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 2002-03: Indicator pending. Indicator review period not applicable.

Criteria for this measure are under development.

Estimated timeline for this Indicator: 2 years

Status 2001-02: Indicator pending.

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

Institutional Effectiveness Report

AY 2002-03

- 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 2002-03: Indicator successfully met.

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

Status 2001-02: Indicator successfully met.

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 2002-03: Indicator partially met. Progress being made.

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.

About 99% of Classified employees and their immediate supervisors have been trained in the use of the State's employee performance and development program. All Classified employees will have a completed Employee Development and Performance Plan (EDPP) on file with Highline's Human Resources Department by the end of 2004.

The Exempt and Administrators Performance Appraisal System (EAPAS) is on schedule. The pilot group has been trained (Phase One). Phase Two: a written job description, the Development Initiatives (DIs) the employee will be working on for the 3-year evaluation period, and the action plan to achieve the DIs were due in January 2004.

Status 2001-02: Indicator partially met.

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

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

Status 2002-03: Indicator partially met. Progress being made.

The Office of the Dean of Professional-Technical Education schedules up to three program reviews annually. During AY 2002-03, one program review was initiated and completed. In order to implement a consistent review process that provided committee members with a uniform framework with which to review data compiled, the Office of the Dean of Professional-Technical Education researched program review models and redesigned the process. The new process went into effect during Fall 2003. Programs reviewed during AY 2003-04 will pilot the new process.

Professional-Technical program reviews ensure 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 continues to work with the Standards Outcomes and Competencies Committee (SOCC) to design a plan for departmental assessment within the Transfer and Pre-college Studies programs.

Status 2001-02: Indicator partially met.

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 2002-03: Indicator successfully met.

In Spring 2003 the second employee climate survey was administered to all employees of the college. The results of the survey were disseminated to all employee groups during Fall 2003.

(See Exhibit C, Figure 1E4 and Table 1E4.)

Status 2001-02: Baseline data established.

Measure: Employee Survey and Noel-Levitz Institutional Priorities Survey

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

Institutional Effectiveness Report

AY 2002-03

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 2002-03: Indicator successfully met.

Between AY 2001-02 and AY 2002-03, the number of incidents decreased from 14 to 9, a 36% decline from the AY 2001-02 levels.

(See Exhibit C, Table and Figure 1F1.)

Status 2001-02: Indicator not met successfully.

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 2002-03: Indicator review period not applicable.

Status 2001-02: Indicator successfully met.

(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

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

Status 2002-03: Indicator review period not applicable.

Status 2001-02: Indicator not met successfully.

(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

Institutional Effectiveness Report

AY 2002-03

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

Status 2002-03: Indicator successfully met.

The number of distance learning courses offered by Highline increased from AY 2001-02 to AY 2002-03 from 115 to 122. A percentage increase of 6%. Moreover, enrollments in distance learning courses has increased since AY 2000-01.

(See Exhibit C, Table and Figure 1F4.)

Status 2001-02: Indicator successfully met

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 deepen 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 2002-03: Indicator review period not applicable.

Status 2001-02: Indicator partially met.

(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 2002-03: Indicator not successfully met. Progress being made.

The race/ethnicity characteristics of Highline faculty continue to be less diverse compared to students. However, the diversity among both faculty and students has altered slightly since AY 2001-02. This is reflected in the increased representation of non-Whites for faculty and students in all categories. Continued efforts to broaden faculty diversity as well as improve data collection for this variable are indicated.

(See Exhibit C, Table 2A2 and related Figures.)

Status 2001-02: Indicator not successfully met.

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

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

Status 2002-03: Indicator mostly met.

Census 2000 data reflect a diverse population within Highline Community College's service area as does Highline's student population. Rankings of race/ethnicity categories match fairly well with one notable difference: Hispanic/Latino persons rank third among the Census ethnicity groups, while Hispanic/Latino students (as a group) rank fifth among students enrolled in Academic, Developmental, and Professional-Technical courses, but rank second in Basic Skills courses. This difference may be due to the differences in data collection methodology. Census 2000 allowed for a separate indicator for Hispanic/Latino to be used in conjunction with a race category (e.g., a person could indicate their race as White and also indicate they were of Hispanic/Latino origin), while Highline collects only one measure of race/ethnicity (e.g., a White Hispanic student would be forced to select either White, Hispanic, or Other, or not respond at all). It is important to note that, although Highline Community College has a designated service district, students come to Highline from areas beyond the designated service district, which may influence this comparison.

(See Exhibit C, Table and Figure 2A3.)

Status 2001-02: Data are available but not compiled.

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 2002-03: Indicator review period not applicable.

Status 2001-02: Indicator successfully met.

(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

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

Status 2002-03: Indicator review period not applicable.

Status 2001-02: Indicator successfully met.

(See Exhibit C, Table 2B2.)

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 2002-03: 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. Goals for 2002-03 were not realized due to a variety of reasons, including restrictions on visa issuance invoked by the U.S. government.

(See Exhibit C, Table and Figure 2C1.)

Status 2001-02: Indicator partially met.

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 2002-03: Indicator pending. Data collection commenced Fall 2003.

The requisite data field was not populated routinely for international students. This was changed beginning in Fall 2003. The first opportunity to analyze the data for this indicator will be in Fall 2005.

Status 2001-02: Data are available but not compiled.

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 2002-03: Indicator review period not applicable.

Status 2001-02: Indicator successfully met.

(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: Grant funding will increase to meet annual targets. (This Indicator was revised from “Non-state, non-governmental funding grants increase to meet annual targets.”)

Status 2002-03: Indicator successfully met.

During AY 2002-03, Highline Community College applied for grant funding totaling \$1,465,550 and was awarded \$1,415,550 (nearly 97% of the requested funds). Of this, nearly \$600,000 represents new money. The success rate for *new* grant requests was 100% in AY 2002-03. This percentage is considerably higher than the average success rate of 56% reported by 19 Washington colleges in a survey conducted in October 2003.

(See Exhibit C, Table 3A2.)

Status 2001-02: Baseline data being collected.

Measure: Highline FMS database

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 2002-03: Indicator review period not applicable.

Criteria for this measure are under development.

Estimated timeline for this Indicator: 2 years

Status 2001-02: Indicator pending.

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 2002-03: Indicator successfully met.

During AY 2001-02, column-inches of advertising and publicity for Highline totaled 2,696. In 2002-03, the number of column-inches had increased to 2,859.

Status 2001-02: Baseline data established.

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 2002-03: Indicator pending. Data not available to meet reporting period.

Status 2001-02: Indicator successfully met.

(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

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

Status 2002-03: Indicator partially met.

- The Worker Retraining enrollment projection for 2002-03 was 285 FTES. Highline exceeded this projection, enrolling 468 FTES.
- The Adult Basic Education enrollment projection for 2002-03 was 2,000. Highline exceeded this projection, enrolling 2,327 students.
- The WorkFirst program continued to develop during AY 2002-03 at SBCTC direction. Standardized measures from SBCTC are not yet available.

Status 2001-02: Indicator partially met.

Measure: Adult Office of Literacy grant proposal, Worker Retraining grant proposal, and WorkFirst grant 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 2002-03: Review period not applicable.

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

(See Exhibit C, Table 3B3.)

Recent transitions in the CEL department have led to a re-assessment of the business plan. Once a new plan is adopted, measures will be developed.

Status 2001-02: Indicator partially met.

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

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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 2002-03: Indicator pending; review period not applicable.

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

Estimated timeline for this Indicator: 2 years

Status 2001-02: Indicator pending.

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 2002-03: Indicator successfully met.

From 2001-02 to 2002-03, the number of programs for which Highline offered credit through the South King County Technical Preparatory Program increased from six to eight. During 2001-02, Highline joined the Puget Sound Career Consortium and entered into an articulation agreement with Highline School District. In 2002-03, in addition to expanding the number of programs with Highline School District, new articulation agreements were initiated with Vashon, Renton, and South Kitsap school districts.

(See Exhibit C, Table 3C2a.)

The number of enrollments in high school credit retrieval courses offered through Highline Community College has increased steadily from AY 1999-00.

(See Exhibit C, Table and Figure 3C2b.)

Despite Highline's recurring offers to area high schools to offer courses via College in the High School, there has been no interest on their part.

Status 2001-02: Data are available but not compiled.

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

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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 2002-03: Indicator pending.

Criteria for this measure are under development.

Status 2001-02: Indicator pending.

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 2002-03: Indicator successfully met.

In spring and fall of 2001, all employees of Highline Community College were asked to respond to ten local items as part of the Noel-Levitz Institutional Priorities Survey. The results indicated there were three areas in which employee expectations were not being met. Those same ten items, plus an additional eight new items, were administered to all employees via an employee survey in spring 2003. The results of the 2003 survey indicate that employee perceptions of college climate are positive and have improved since 2001.

(See Exhibit C, Tables 4A1a and 4A1b.)

Status 2001-02: Baseline data established.

Measure: Employee survey and Noel-Levitz 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 2002-03: Indicator successfully met.

The number of Permanent employees who left employment with Highline Community College dropped from 53 in AY 2001-02 to 36 in AY 2002-03, a 47% decrease.

(See Exhibit C, Table 4A2 and Figures 4A2a and 4A2b.)

Status 2001-02: Baseline data established.

Measure: Human Resources records

Information Provider: Human Resources

Frequency of Review: Annually

Interpreter(s): Human Resources

Recommending Bodies: Executive Staff

Decision-makers: Executive Staff

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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 2002-03: Indicator successfully met.

Additional Employee survey items for this indicator were increased from one in the 2001 survey to four in the 2003 survey. Employee expectations for the one common item improved over the two year period. Responses to the three new items support a positive perception of openness.

(See Exhibit C, Table and Figure 4B1.)

Status 2001-02: Baseline data established.

Measure: Employee survey

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 2002-03: Indicator review period not applicable.

Funds for full-time faculty members are budgeted annually such that one-half of the full-time faculty have \$1,200 available for professional development activities every year. Classified staff have \$10,000 budgeted annually for professional development activities; in AY 2002-03, this amount was exhausted. Exempt staff who wish to pursue academic degrees are invited to submit requests quarterly to Executive Staff for partial funding for these efforts.

Criteria for this measure are under development. The criteria for measuring this Indicator relates to challenges in capturing the use of the funds through the expenditure codes associated with the funds (e.g., travel to a conference is coded as travel, not professional development).

Estimated timeline for this Indicator: 1 year

Status 2001-02: Indicator pending.

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

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

Status 2002-03: Indicator successfully met.

An Employee Survey was administered to all employees of Highline Community College during spring 2003. The resulting response rate was 52.7%. Three items on the survey instrument were specifically directed toward professional development opportunities. All employee groups – Faculty (part-time and full-time), Administrators, Exempt, and Staff (hourly and classified) – responded that their expectations were met in this area.

(See Exhibit C, Table and Figure 4C2.)

Status 2001-02: Baseline data established. (Note: This comment should have read “Baseline data to be established in 2002-03.”)

Measure: Employee survey

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 2002-03: Indicator successfully met.

An Employee Survey was administered to all employees of Highline Community College during spring 2003. The resulting response rate was 52.7%. One item on the survey instrument was directed toward this indicator: “I am recognized for doing a good job.”

(See Exhibit C, Table and Figure 4D1.)

Status 2001-02: Baseline data established. (Note: This comment should have read “Baseline data to be established in 2002-03.”)

Measure: Employee survey

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

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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 2001-02: Indicator successfully met.

An Employee Survey was administered to all employees of Highline Community College during spring 2003. The resulting response rate was 52.7%. In addition to local items asked on the Spring and Fall 2001 Noel-Levitz Institutional Priorities Survey, new items were added to the 2003 survey.

All Performance Gaps for the 2001 items were lower in 2003. New items in 2003 add further evidence that employees' expectations are being met in this area.

(See Exhibit C, Table and Figure 4E1.)

Status 2001-02: Indicator partially met.

Measure: Employee Survey

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: Institutional Effectiveness Plan

Exhibit B: 2001 HCC Strategic Plan

Exhibit C: IEP Indicator Data Tables

Exhibit A: Institutional Effectiveness Plan

The History of the Institutional Effectiveness Plan

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.

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

- 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.

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

Highline's Institutional Effectiveness Plan (IEP) is based on these four Strategic Initiatives. Each of the Initiatives within the Strategic Plan was

further described by *Activities*, which provide guidance for measuring progress toward achieving the Initiatives. The IEP serves as the tool for tracking progress in meeting our strategic objectives. The IEP components include *Indicators of Success*, which are measurable assessments of progress supported by data *Measures*, designated by *Information Providers* according to their level of involvement with the Measures associated with an Indicator. *Interpreters* are those most closely

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connected to an Indicator who might suggest actions to *Recommending Bodies*—entities which could advocate for resource allocations. 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. The need for, and importance of, additional context information is important. In other words, “Is there a broader perspective within which we should view an Indicator of Success?”

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.

When reviewing the IEP Report, it is important for *Interpreters* to recognize the interdependency among the Initiatives, Activities, 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.

Monitoring Progress and 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.

Each successive IEP Report will contain results from the previous reports to enable users to form a historical perspective. As of this report, some revisions to the IEP have been incorporated. Requests for future revisions to the IEP need to be established no later than June 1, 2004.

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.

Interpreting the results of the IEP Report

The IEP was designed to be a dynamic document describing continuous progress toward meeting our Strategic Initiatives. Fine-tuning the Indicators and Measures occurs as appropriate and in relation to programmatic changes. Indicators and Measures are supplemented and/or supplanted as new goals and measures are established and identified. Ideally, over time each *Activity* will acquire multiple Indicators of Success and Measures. Activities for which only one Indicator of Success has been identified are reviewed to determine whether additional Indicators have surfaced since the original IEP was developed.

Several of the Measures which have a more long-term development schedule are in the process of being addressed. OIR relies on designated offices and individuals to engage in discussions

regarding those Measures which are pending.

The IEP could be strengthened by recognizing contributions of all offices and departments within the college toward achieving our strategic objectives. Continued efforts to supplement the IEP with relevant Indicators and Measures are expected.

The Office of Institutional Research (OIR) updates the IEP periodically in consultation with college stakeholders. A process for introducing new Indicators and Measures is illustrated below. The process is intended to ensure the Initiatives and the Activities continue to be measured appropriately and consistently. The revision process begins at the end of the most recent reporting cycle.

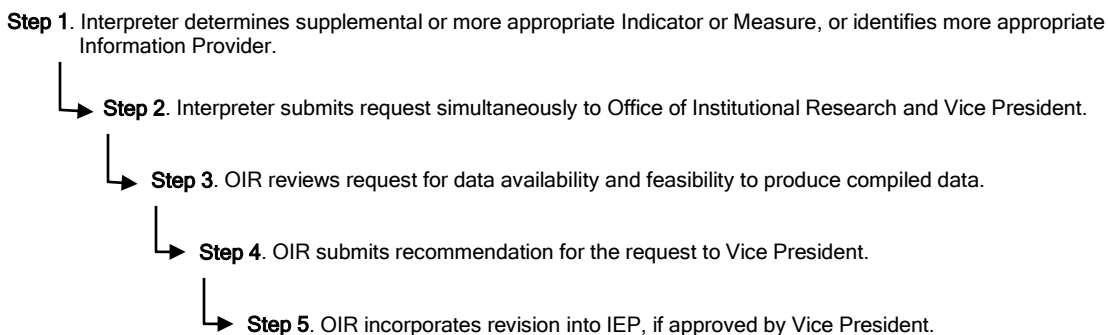


Exhibit A.
Highline Community College
Institutional Effectiveness Plan

<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 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

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 Provider</u>
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
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)	Registrar's Office of Academic Alert	Annually	Educational Planning	Instructional Cabinet Student Services Cabinet	Registrar's Office 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	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

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 Provider</u>
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
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

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 Provider</u>
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
2A3.	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 Hasselblad)
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

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>
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.	Grant funding will 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
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 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

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 Provider</u>
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 Wagnitz Office of Institutional Research (for enrollments)
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 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 B: Strategic Plan



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 C: Data Tables