



2009-2010 Institutional Effectiveness Report

## Highline Community College Strategic Plan 2006-2011

**Strategic Initiative #1:** Achieve excellence in teaching and learning

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

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

**Strategic Initiative #4:** Sustain an open, honest and collaborative environment that is responsive to the needs of the college community and that promotes good stewardship of the college's financial resources

Approved by the Board of Trustees  
July 20, 2006

### Strategic Initiative 1

Outcome		Measure	Results		
1.1	Basic skills attainment and transition		2009-2010	2008-2009	2007-2008
1.1.1	ABE/ESL level gains	# of SA Basic Skills points for federally reportable students	9,786	6,733	4,860
1.1.2	ABE/ESL Transition to credit	# of federally reportable students who earned college level credits	288	237	178
1.2	Remedial Course Completion (For-Credit - No ISP)		2009-2010	2008-2009	2007-2008
1.2.1	Developmental Math Success	% of students with no prior college credits who attempted and successfully completed <b>at least one</b> developmental Math course	71%	69%	67%
1.2.2	Developmental Math Persistence	% of students with no prior college credits who attempted and successfully completed <b>more than one</b> developmental Math course	20%	18%	16%
1.2.3	Developmental English Success	% of students with no prior college credits who successfully completed <b>at least one</b> developmental English course	90%	91%	95%
1.2.4	Developmental English Persistence	% of students with no prior college credits who successfully completed <b>more than one</b> developmental English course	8%	na	23%
1.3	Gatekeeper Course Completion (Transfer/Prof-Tech - No ISP)		2009-2010	2008-2009	2007-2008
1.3.1	Earned 5 credits of college-level math	% of students with no prior college-level math who successfully complete a college-level math course.	35%	35%	29%
1.3.2	Earned 5 credits of college-level english	% of students with no prior college-level English who successfully complete a college-level English composition course.	31%	29%	32%
1.4	Course completion and attainment (Transfer/ProfTech - No ISP)		2009-2010	2008-2009	2007-2008
1.4.1	Course Completion Rates	% of courses attempted where students earned a grade of 2.0 or higher	82%	82%	81%
1.4.2	Solidly-on-Pathway (attain 15 college-level credits)	% of students with less than 15 college level credits who earned 15 college-level credits during the academic year.	46%	46%	48%
1.4.3	Attained 30 college-level credits	% of students with less than 30 college level credits who earned 30 college-level credits during the academic year	46%	50%	51%
1.4.4	Attained the Student Achievement "tipping point"	% of students with 30-44 credits who earned 45 credits or a credential during the academic year	10%	11%	10%
1.5	Persistence (StateFunded Transfer/ProfTech - No ISP)		2009-2010	2008-2009	2007-2008
1.5.1	Term-to-Term	% of new students who have enrolled in more than 1 term during the academic year.	83%	81%	80%
1.5.2	Year-to-Year	% of new students who have enrolled in more than 1 term during their second academic year.	na	81%	79%
1.6	Credential Completion (Transfer/ProfTech)		2009-2010	2008-2009	2007-2008
1.6.1	Graduation Rate (cohort started 4 years earlier)	Per IPEDS, overall graduation rate (SRTK) is above peers (median)	35% (24%)	31% (26%)	29% (27%)
1.6.2	Transfer Out Rate (cohort started 4 years earlier)	Per IPEDS, transfer-out rate (SRTK) is above peers (median)	11% (27%)	19% (21%)	26% (25%)

**Strategic Initiative 2.0 Achievement by Ethnicity (no International)**

Outcome	Asian/Pacific Islander			African/Black			Hispanic/Latino			European/White		
	Results	Results	Results	Results	Results	Results	Results	Results	Results	Results	Results	
	2009-2010	2008-2009	2007-2008	2009-2010	2008-2009	2007-2008	2009-2010	2008-2009	2007-2008	2009-2010	2008-2009	2007-2008
<b>2.2 Remedial course completion (For-Credit - No ISP)</b>												
2.2.1 Developmental Math Success	82%	77%	76%	64%	60%	71%	72%	71%	59%	78%	77%	75%
2.2.2 Developmental Math Persistence	38%	36%	32%	13%	10%	17%	7%	10%	4%	37%	42%	42%
2.2.3 Developmental English Success	92%	89%	96%	89%	94%	93%	84%	95%	93%	92%	92%	94%
2.2.4 Developmental English Persistence	6%	data error	32%	18%	data error	40%	6%	data error	19%	5%	data error	22%
<b>2.3 Gatekeeper course completion (Transfer/Prof-Tech - No ISP)</b>												
2.3.1 Earned 5 credits of college-level math	35%	36%	38%	30%	30%	21%	38%	34%	25%	35%	36%	28%
2.3.2 Earned 5 credits of college-level english	39%	35%	40%	30%	20%	22%	35%	33%	30%	40%	36%	37%
<b>2.4 Course completion and attainment (Transfer/Prof-Tech - No ISP)</b>												
2.4.1 Course Completion Rates	82%	81%	80%	73%	74%	75%	79%	81%	75%	84%	85%	84%
2.4.2 Solidly-on-Pathway (attain 15 college-level credits)	50%	51%	56%	39%	43%	46%	44%	50%	44%	56%	57%	59%
2.4.3 Attained 30 college-level credits	48%	58%	56%	42%	48%	50%	41%	47%	50%	50%	51%	53%
2.4.4 Attained the Student Achievement "tipping point"	7%	12%	7%	10%	14%	12%	12%	12%	0%	11%	13%	15%
<b>2.5 Persistence for starting cohort (Transfer/ProfTech - No ISP)</b>												
2.5.1 Term-to-Term	83%	82%	82%	79%	77%	78%	77%	82%	78%	85%	81%	79%
2.5.2 Year-to-Year	na	80%	80%	na	77%	76%	na	84%	75%	na	81%	77%
<b>2.6 Credential completion (Transfer/ProfTech)</b>												
2.6.1 Graduation Rate (cohort started 4 years earlier)	31%	28%	31%	27%	18%	17%	33%	11%	27%	33%	34%	30%
2.6.2 Transfer Out Rate (cohort started 4 years earlier)	20%	15%	27%	11%	18%	27%	11%	22%	14%	13%	21%	26%

<b>Assessment Key:</b> % below overall in Strat 1 for most recent year	<b>0-5% GOOD</b>	<b>6-9% MONITOR</b>	<b>10% ACT</b>
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**Strategic Initiative 2.1.1 - Student Participation**

Outcome	Measure	Results					
		2009-2010		2008-2009		2007-2008	
		District	Campus	District	Campus	District	Campus
<b>2.1.1 Ethnically representative of HCC service district in transfer, professional-technical and Running Start programs.</b>	<b>Transfer (no ISP; 15-24 yrs)</b>	<b>2009-2010</b>		<b>2008-2009</b>		<b>2007-2008</b>	
		District	Campus	District	Campus	District	Campus
	African/Black	10%	10%	10%	10%	9%	9%
	Asian/Pacific Islander	14%	21%	13%	20%	14%	19%
	Hispanic/Latino	11%	2%	10%	1%	10%	1%
	European/White	58%	48%	59%	52%	60%	54%
	<b>Prof-Tech (no ISP; 15-24 yrs)</b>	<b>2009-2010</b>		<b>2008-2009</b>		<b>2007-2008</b>	
		District	Campus	District	Campus	District	Campus
	African/Black	10%	12%	10%	9%	9%	10%
	Asian/Pacific Islander	14%	18%	13%	16%	14%	19%
	Hispanic/Latino	11%	1%	10%	1%	10%	1%
	European/White	58%	49%	59%	54%	60%	52%
	<b>Running Start (15-19 yrs)</b>	<b>2009-2010</b>		<b>2008-2009</b>		<b>2007-2008</b>	
		District	Campus	District	Campus	District	Campus
	African/Black	10%	5%	10%	6%	10%	6%
	Asian/Pacific Islander	14%	19%	13%	16%	13%	16%
Hispanic/Latino	11%	2%	10%	2%	9%	1%	
European/White	58%	59%	59%	60%	60%	61%	
<b>2.2.1 Faculty will reflect the diversity of students as a whole, and within major employee categories</b>	<b>Faculty</b>	<b>2009-2010</b>		<b>2008-2009</b>		<b>2007-2008</b>	
		Employees	Students	Employees	Students	Employees	Students
	% of color (SBCTC Fall report)	23%	68%	23%	66%	24%	59%
	<b>PT Faculty</b>	<b>2009-2010</b>		<b>2008-2009</b>		<b>2007-2008</b>	
		Employees	Students	Employees	Students	Employees	Students
	% of color (SBCTC Fall report)	17%	68%	13%	66%	13%	59%

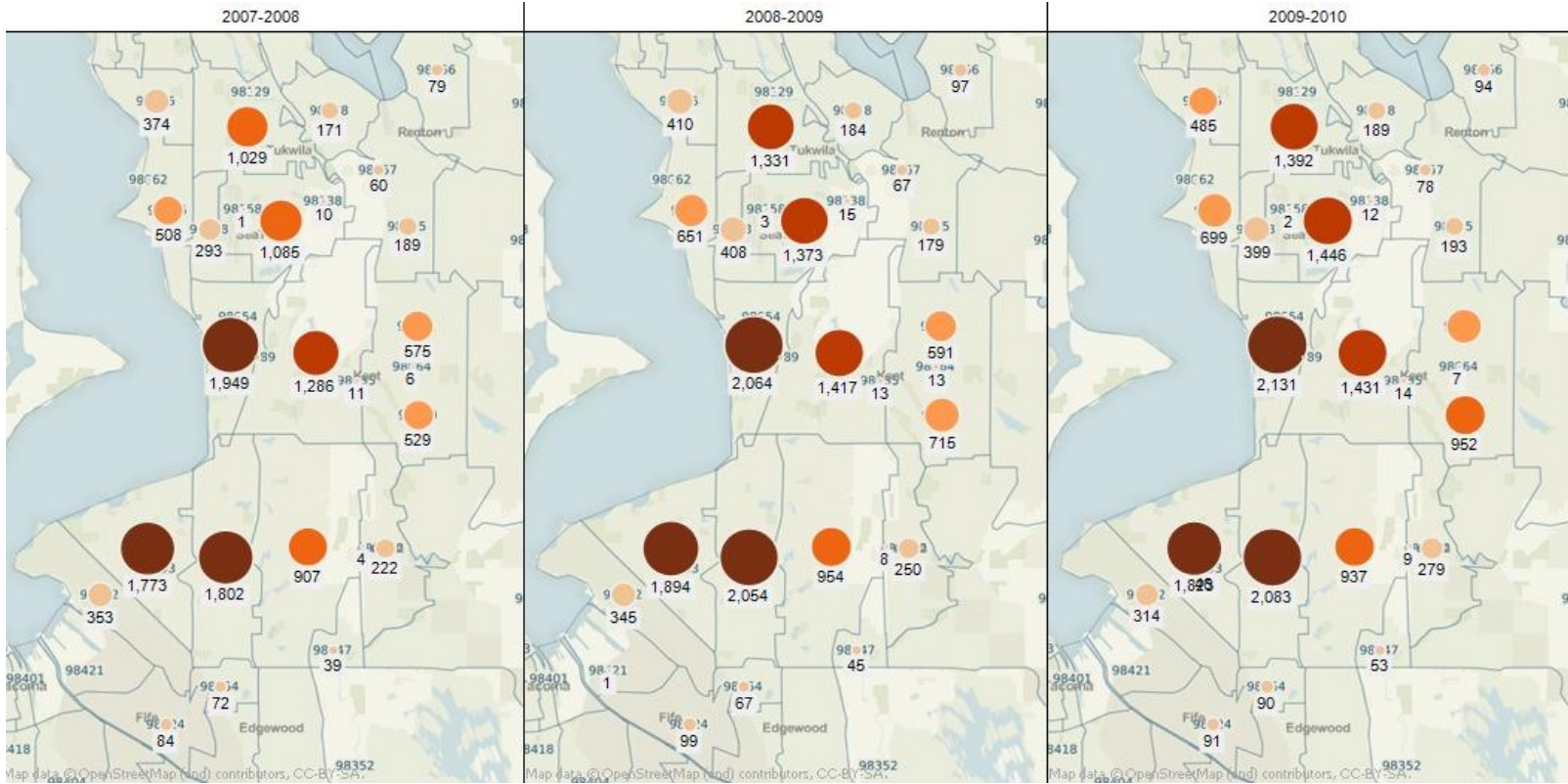
### Strategic Initiative 3 - The Community

Outcome		Measure	Results		
3.1	High School Participation Rates		2009-2010	2008-2009	2007-2008
3.1.1	High school direct enrollments	% of HS grads that enroll at HCC			
		Federal Way District	pending	28%	26%
		Highline District	pending	19%	23%
		Tukwila District	pending	55%	45%
3.1.2	Service District Representation	Distribution of enrolled students (see maps on next page)	map	map	map
3.2	Economic Impact	<b>2009-2010 EMSI Impact Study</b>			
3.2.1	College Operations Impact	The King County economy annually receives roughly \$34.2 million in income due to HCC operations.			
3.2.2	International Student Impact	The expenditures of HCC's international students generate roughly \$3.7 million in added income in King County each year.			
			<b>2009-2010</b>	<b>2008-2009</b>	<b>2007-2008</b>
3.2.3	Small Business Development Center (SKCEDI and Federal Way)	# jobs created since 07-08	<b>86</b>	<b>39</b>	<b>62</b>
		regional economic impact (millions \$)	<b>3.932</b>	<b>1.873</b>	<b>2.355</b>
3.3	Expanded Community Presence	<b>2009-2010</b>			
3.3.1	Business Sector	Chambers of Commerce (Federal Way, South King County, White Center) Burien Economic Development Partnership			
3.3.2	Education Sector	American Association of University Women , Puget Sound Skills Center, College Success Foundation			
3.3.3	Government Sector	Cities of Burien, Des Moines, Federal Way, Kent; Port of Seattle			
3.3.4	Public Safety Sector	South King County Fire and Rescue, Des Moines Police Department			
3.3.5	Social Services Sector	Para Los Niños, SeaMar, Seattle Jobs Initiative			

### Strategic Initiative 4 - Stewardship

Outcome		Measure	Results		
4.1	Fiscal Responsibility		2009-2010	2008-2009	2007-2008
4.1.1	Financial Planning	% of operating budget from dedicated local support (see Chart 1)	37%	34%	34%
4.1.2	Budget Balance	% annual revenue compared to budget	118%	117%	112%
4.1.3	Internal Controls	# of state audit findings	0	0	0
4.2	Facilities Management	<b>2009-2010</b>			
4.2.1	Instructional Environment	# of instructional spaces unavailable due to maintenance issues	8	6	na
4.2.2	Employee Satisfaction with Campus Environment	% of surveyed employees who are satisfied with physical workspace, campus appearance, safety and security	71%	na	na
4.3	Environmental Stewardship	<b>2009-2010</b>			
4.3.1	Waste Stream Reduction	# of tons of waste recycled (not to landfill)	62.6	32.4	na
4.3.2	Energy Conservation	# of Natural Gas BTUs used	37,266	46,346	46,814
4.3	Positive Work Environment	<b>2009-2010</b>			
4.3.1	Job Satisfaction	% of surveyed employees who are satisfied with job fit, degree of autonomy and availability of support resources	84%	na	na
4.3.2	Shared Governance	% of surveyed employees who perceive governance as inclusive and cooperative	80%	na	na
4.3.3	Collaboration	% of surveyed employees who perceive the College as collaborative and collegial	80%	na	na

Strategic Initiative 3.1.2 Service District Representation



### Strategic Initiative 4.1.1

■ State Allocation   ■ Dedicated Local Support

