Definition of Mission Fulfillment
Highline Community College defines mission fulfillment as meeting at least 80% of benchmarks across all of the core theme objectives.

Mission Fulfillment Summary	11/13 met (85%)
Core Theme 1: Promote student engagement, learning and achievement.	**2/3 objectives met**
Core Theme 2: Integrate and institutionalize diversity and globalism throughout the college.	**4/4 objectives met**
Core Theme 3: Build valuable relationships and establish a meaningful presence within Highline Community College's communities.	**3/3 objectives met**
Core Theme 4: Model sustainability in human resources, operations, and teaching and learning.	**2/3 objectives met**

Core Theme	Results Meet or Exceed Benchmark	Results Below Benchmark; Monitor	Results Far Below Benchmark; Action Needed

Core Theme #1   **Mission Fulfillment UNMET (2/3 objectives met)**

Promote student engagement, learning and achievement.

Highline is a learning community where students are empowered to pursue their own educational pathways through innovative curricula, quality instruction and student services.   Students engage with their peers and community to experience multiple perspectives, practice civic responsibility, and contribute to the global community.

Objective 1 - Students engage with their curriculum, campus, and community for a meaningful educational experience.		**Met (100%)**			
Indicator 1.1 - Students experience positive interactions with faculty in and outside of the classroom.		**2012**	**2010**	**2008**	**Benchmark**
Measure 1.1A	CCSSE "Student-Faculty Interaction" score	**54**	54	55	50 (national norm)
Indicator 1.2 - Students participate in organizations and activities that provide support, mentoring, or leadership opportunities on campus and in the community.					
Measure 1.2A	Percent of students who participate in student organizations (CCSSE item 13.i.1)	**24%**	25%	29%	18% (CCSSE national sample)

Objective 2 - Diverse teaching methods, innovative curricula, and student support services fulfill the learning needs of students.		**Not Met (50%)**			
Indicator 2.1 - Faculty engage in continuous course-level assessment.		**2013-14**	**2012-13**	**2011-12**	**Benchmark**
Measure 2.1A	Percent of departments reporting on faculty assessment of course level student learning outcomes. (42 total)	**88% (n=37)**	90% (n=38)	95% (n=40)	90% (internal)
Indicator 2.2 - Students experience HCC courses as challenging and engaging.					
Measure 2.2A	CCSSE "Academic Challenge/Active &Collaborative Learning" Composite score	**54**	54	55	50 (national norm)
Indicator 2.3 - Faculty and student services personnel provide effective support to students.					
Measure 2.3A	CCSSE "Support for Learners" scores	**53**	53	52	50 (national norm)
Measure 2.3B	Percent of first level academic probation students who do NOT move to second level probation in the second quarter.	**38% (n=418)**	35% (n=480)	37% (n=482)	42%

Objective 3 - Students achieve their goals by progressing on educational pathways.					Met (80%)
Indicator 3.1 - Advanced Basic Skills students will transition from non-credit to credit courses.		2013-14	2012-13	2011-12	Benchmark
Measure 3.1A	Percentage of Advanced Basic Skills students who transition to college-level courses during the academic year.	7% (n=1562)	7% (n=1789)	6% (n=1922)	10% (internal)
Indicator 3.2 – Degree- or certificate- seeking students will progress through significant educational milestones.					
Measure 3.2A	Percentage of eligible students who attain 15 college-level credits within the current year.	50% (n=4362)	50% (n=4750)	50% (n=4878)	45% (internal)
Measure 3.2B	Percentage of eligible students who attain five college-level credits in quantitative reasoning within current year.	28% (n=2423)	27% (n=2509)	25% (n=2595)	25% (internal)
Indicator 3.3 – Degree- or certificate- seeking students will attain credentials.					
Measure 3.3A	Percentage of eligible students who attain 45 credits in current year.	35% (n=2229)	32% (n=2208)	33% (n=2126)	30% (internal)
Measure 3.3B	IPEDS graduation rate of full-time, first-time degree-seeking students within three years .	28% (n=437)	31% (n=463)	28% (n=437)	28% (WA)

SAI Student Group Definitions

3.1A Advanced Basic Skills students include levels ABE3-4 and ESL4-5. Transition means that a student enrolled in ABE3-4 or ESL4-5 in the *current or previous* year has attempted college-level credits during the year shown.

3.2A 15 College-level Credits - Transfer/Prof Tech/ RS who had no prior college level credits

3.2B Quant Point - Transfer/Prof Tech/ RS who had some prior college level credits but no college-level Math

3.3A 45 College-level Credits - Transfer/Prof Tech/ RS who had 15+ prior college level credits

3.3B Current 2013-14 IPEDS graduation cohort entered during fall of 2011

Core Theme #2   **Mission Fulfillment MET (4/4 objectives met)**

Integrate and institutionalize diversity and globalism throughout the college.

Highline is an institution in which issues of diversity and globalism are central to decision-making, integrated throughout curriculum and pedagogy, and considered in all interactions among faculty, staff and students. Faculty and staff are culturally competent, all students progress and achieve at comparable rates, and a positive campus climate exists for all.

Objective 1 - Diversity and globalism are infused throughout the curriculum; faculty employ a pedagogy that integrates diversity and globalism						**Met (100%)**
Indicator 1.1 - Diversity and globalism are integrated broadly across the curriculum.		**2012-13**		**2011-12**	**2010-11**	**Benchmark**
Measure 1.1A	The percentage of courses with student learning objectives that link to the College Wide Outcome on diversity (courses).	**49% (n=1203)**		75%* (n=1116)	55% (n=1255)	35% (internal)
Indicator 1.2 - Students from diverse backgrounds experience positive interactions with faculty in and outside classroom.		**African/ Black**	**Asian/ Pacific Isl**	**Hispanic/ Latino**	**Caucasian/ White**	**Native American**	**Benchmark**
Measure 1.2A	CCSSE "Student-Faculty Interaction" score (2012)*	**52**	**54**	50	**55**	54	50 (national norm)
Indicator 1.3 – Students from diverse backgrounds will experience HCC courses as challenging and engaging.							
Measure 1.3A	CCSSE "Academic Challenge/Active &Collaborative Learning" Composite score (2012)*	**54**	**54**	48	**54**	57	50 (national norm)

Note: The Indicator 1.2 and 1.3 rows have an extra column (African/Black, Asian/Pacific Isl, Hispanic/Latino, Caucasian/White, Native American, Benchmark). Correcting alignment:

		African/ Black	**Asian/ Pacific Isl**	**Hispanic/ Latino**	**Caucasian/ White**	**Native American**	**Benchmark**
Measure 1.2A	CCSSE "Student-Faculty Interaction" score (2012)*	**52**	**54**	50	**55**	54	50 (national norm)
Measure 1.3A	CCSSE "Academic Challenge/Active &Collaborative Learning" Composite score (2012)*	**54**	**54**	48	**54**	57	50 (national norm)

Objective 2 - Student support and business services initiatives successfully meet the needs of students from diverse backgrounds.							**Met (100%)**
Indicator 2.1 - Support and business services are effectively/successfully delivered to ethnically diverse students.		**African/ Black**	**Asian/ Pacific Isl**	**Hispanic/ Latino**	**Caucasian/ White**	**Native American**	**Benchmark**
Measure 2.1A	CCSSE "Support for Learners" score (2012)*	**60**	**55**	48	**51**	51	50 (national norm)

* Course objectives were counted differently in 2011-12. Interpret with caution.

** CCSSE Results are not evaluated for small groups (n < 50) and should be interpreted with caution.

Objective 3 – Students from diverse backgrounds progress, achieve goals, and complete degrees/certificates.							Met (88%)
Indicator 3.1 - Degree- and certificate-seeking students from diverse backgrounds achieve significant milestones at rates comparable to relevant comparison groups. (2013-14)		**African/ Black**	**Asian/ Pacific Isl**	**Hispanic / Latino**	**Caucasian/ White**	**Native American**	**Inter-national**	**Benchmark**

		African/ Black	**Asian/ Pacific Isl**	**Hispanic / Latino**	**Caucasian/ White**	**Native American**	**Inter-national**	**Benchmark**
Measure 3.1A	Percentage of eligible students who attain 15 college-level credits within the current year	36% (n=684)	**53% (n=729)**	**47% (n=594)**	**57% (n=1468)**	41% (n=39)	**52% (n=323)**	45% (internal)
Measure 3.1B	Percentage of eligible students who attain 5 college-level credits in quantitative reasoning within the current year	**15% (n=344)**	**33% (n=401)**	**25% (n=244)**	**30% (n=1002)**	14% (n=14)	**33% (n=470)**	25% (internal)
Indicator 3.2 – Students from diverse backgrounds complete degrees and certificates at rates comparable to relevant comparison groups. (2013-14)								
Measure 3.2A	Percentage of eligible students who attain 45 credits within the current year	**33% (n=296)**	**39% (n=467)**	**28% (n=237)**	**35% (n=817)**	10% (n=10)	**79% (n=136)**	30% (internal)
Measure 3.2B	IPEDS graduation rate of full-time, first-time degree-seeking students within 6 years (2008 fall cohort)	23% (n = 43)	**37% (n=71)**	23% (n = 30)	**31% (n = 205)**	0% (n = 4)	**47% (n = 158)**	28% (WA)

Note: Progress data are not evaluated for small groups (n < 50) and should be interpreted with caution.

SAI Student Group Definitions

3.1A 15 College-level Credits - Transfer/Prof Tech/ RS who had no prior college level credits

3.1B Quant Point - Transfer/Prof Tech/ RS who had some prior college level credits but no college-level Math

3.2A 45 College-level Credits - Transfer/Prof Tech/ RS who had 15+ prior college level credits

3.2B International graduation rate calculated manually; international students are generally not included in the IPEDS cohort due to variable coding

Objective 4 - The College engages in inclusive recruitment and hiring practices, and fosters a campus climate perceived as culturally competent and inclusive by all constituents.					Met (100%)
Indicator 4.1 - Recruitment, hiring and retention of campus personnel are equitable and full-time employees show increasing diversity.		**2013-14**	**2012-13**	**2011-12**	**Benchmark**
Measure 4.1A	Percentage of people of color in full-time positions.	**33%**	31%	29%	25% (internal)
Indicator 4.2 - Employees from diverse backgrounds experience the campus climate as positive (2011-12).		**Of Color**		**Caucasian/ White**	**Benchmark**
Measure 4.2A	Rate of job satisfaction and positive campus climate – new survey in 2014-15	pending		pending	pending

Core Theme #3   **Mission Fulfillment MET (3/3 objectives met)**

Build valuable relationships and establish a meaningful presence within Highline Community College's communities.

Highline Community College, in collaboration with community partners, identifies community needs, develops, implements and maintains programs based on those identified needs.

Objective 1 - The College communicates effectively with its communities.				Met (100%)
Indicator 1.1 - The community is aware of Highline's programs, offerings, and services.		**2011**	**2004**	**Benchmark**
Measure 1.1A	Rate of community members' awareness of College's transfer, workforce and basic skills mission elements as reported in Community Perception Survey.	**88%**	82%	80% (internal)

Objective 2 - The College initiates community connections to understand community needs.							Met (100%)
Indicator 2.1 - The college actively offers a variety of programs and makes connections with external organizations.		**2011**				**2004**	**Benchmark**
Measure 2.1A	Rates of agreement that the College is meeting the community's educational needs as reported in the Community Perception Survey.	47%				50%	pending
Indicator 2.2 - Participation rates reflect meaningful community connections and confidence in the quality of college offerings.		**2013-14**					**Benchmark**
Measure 2.2A	Participation rate of degree-seeking students (vs. district;)	**4.8%**					4.5%
		African/ Black	**Asian/ Pacific Isl**	**Hispanic/ Latino**	**Caucasian/ White**	**Native American**	**Benchmark**
Measure 2.2B	Participation rate of degree-seeking students by ethnic group (vs. district 2013)	**15% (10%)**	**21% (18%)**	**12% (15%)**	**39% (52%)**	**1% (1%)**	Students of color within 5% (internal)

Objective 3 - Highline Community College contributes to meeting community needs.					Met (100%)
Indicator 3.1 – The college serves the ever-changing needs of our service district.		2013-14	2012-13	2011-12	Benchmark
Measure 3.1A	Number of annual community non-credit programmatic offerings (includes ESL classes, continuing education classes)	793	841		pending
Measure 3.1B	Number of community members served by community-responsive events such as Black and Brown Summit, Y.E.L.L., ESL night, Pathways Fair, La Familia Primero, etc.)	New in 2014-15			pending
Indicator 3.2 - The college meets regional workforce development needs.					Benchmark
Measure 3.2A	Post-completion employment rate of students in workforce education programs	**72%**	78%	77%	71% (WA)
Measure 3.2B	Percent of Advisory Committee members who agree that our workforce program curricula meet the needs of our community's employers	New in 2014-15			pending

Model sustainability in human resources, operations, and teaching and learning.

Sustainability calls for policies, procedures and strategies that meet society's present needs without compromising the welfare of future generations. Sustainability encompasses the intertwined ideals of viable economies, social equity and ecological integrity. For the college, sustainability calls for us to use our resources – human, physical and financial – to improve the future success of the college, minimize our impact on the environment, and model sustainability for students.

Objective 1 - The College recruits, retains and develops a highly qualified workforce.					**Not Met (0%)**
Indicator 1.1 - Staff and faculty actively pursue continuing professional development opportunities.		**2013-14**	**2012-13**	**2011-12**	**Benchmark**
Measure 1.1A	Rate of agreement that employees have opportunities at work to learn and grow professionally (biennial survey item 5).	Next survey 2014-15	N/A	75%	75% (internal)
Indicator 1.2 - Current employees indicate satisfaction with working environment and campus climate.					
Measure 1.2A	Rate of job satisfaction and positive campus climate (biennial survey items 7,8,20) (New survey in 2014-15.)	Next survey 2014-15	N/A	91%	75% (internal)
Indicator 1.3 – Employees are retained by the College.					
Measure 1.3A	Short-term (2-year) attrition rate of full-time employees.	**10%**	8%	5%	8% (internal)

Objective 2 - The College demonstrates good stewardship of financial resources while ensuring sufficient resources will be available in the future.					**Met (100%)**
Indicator 2.1 - The College maintains sufficient financial resources to both maintain programs and to remain strategic in times of financial downturn.		**2013-14**	**2012-13**	**2011-12**	**Benchmark**
Measure 2.1A	Percent of general operations budget maintained as operating reserves	**10%**	10%	10%	10% (internal)
Indicator 2.2 - The College maintains strong internal controls over assets and ensures compliance to college and state procedures.					
Measure 2.2A	Number of annual audit findings	**0**	0	0	0 (internal)
Indicator 2.3 - The College ensures continuing alignment of fiscal resources to meet current operating needs.					
Measure 2.3A	Attainment of SBCTC FTE target allocation	**101%**	105%	105%	100%
Measure 2.3B	Attainment of internal tuition revenue target	**108%**	113%	117%	100%

Objective 3 - The College demonstrates stewardship of environmental resources.					Met (100%)
Indicator 3.1 - The College encourages awareness and use of 'green' practices in its working environments.		2013-14	2012-13	2011-12	Benchmark
Measure 3.1A	Percent reduction in annual waste stream (landfill tonnage) from baseline.	20% (130 tons)	20% (130 tons)	20% (135 tons)	5% below baseline
Measure 3.1B	Percent reduction in annual total energy consumption (electricity and fossil fuels combined) from baseline.	9% (74,923p MBTUs)	8.3% (74,000p MBTUs)	3-5% (74,000p MBTUs)	2% below baseline