



Appendices to Mid-Cycle Self-Evaluation Report



**Mid-Cycle Strategic Plan
Highline College
2013-14 to 2016-17**

Background

The first half of calendar year 2014 (January through June) presented Highline with a particularly opportune time for reflection, for several reasons. Among them, the college had:

- Completed its first full cycle of accreditation under the new NWCCU standards
- Launched its first baccalaureate degrees, attaining accreditation candidacy at that level
- Changed its name, reverting to the original Highline College
- Attained, for the second time, Leader College status in Achieving the Dream
- Completed its second *Year One Report* for accreditation, starting a new seven-year cycle
- Earned the national Advancing Diversity Award of Excellence from the American Association of Community Colleges (AACC)

Taking advantage of the opportunity that these milestones presented, the college's executive staff and trustees opted to use the January-July 2014 period to develop a near-term strategic plan to replace the 2006-2011 plan (<https://strategicplan.highline.edu/2006plan.php>). Updates to plan were temporarily suspended in 2011, when the college submitted its newly-drafted Core Themes and metrics to NWCCU. With the successful completion of its comprehensive Year Seven Peer Evaluation in fall 2013, the college was ready to redevelop its strategic planning cycle, this time in alignment with NWCCU's new seven-year calendar. Accordingly, the 2013-14 to 2016-17 Mid-Cycle Strategic Plan effectively extends through the three-year period from the fall 2013 Year Seven Self-Evaluation and the anticipated 2016-17 Mid-Cycle Review.

Strategic goals

The plan supports five specific strategic objectives that the college president shared with the campus community April 15, 2014.

The quantitative goals derive from current *Mission Fulfillment Report* metrics. The bulk of these objectives are tied to Core Theme 1; the last is tied most directly to Core Theme 3. They are:

- *Basic skills transition*: Increase to and sustain in-year transition rates at 10 percent
- *College math*: Increase first-year completions by 3 percentage-points (from 27 to 30%)*
- *15 college credits*: Increase first-year attainment by 5 percentage-points (from 50 to 55%)
- *45 college credits*: Increase attainment by 3 percentage-points (from 32 to 35%)*

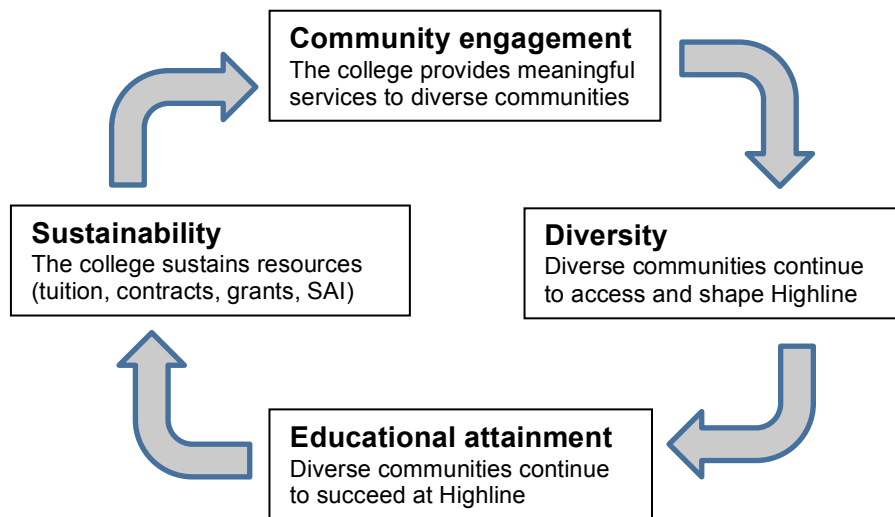
In addition, the college has adopted two qualitative goals, reflecting current institutional context:

- Expand and deepen Highline's commitment to its communities
- Successfully launch four applied baccalaureate programs

Clarifications

Three key points deserve clarification.

- First, in identifying these goals, there are no implications that departments or programs have under-performed. On the contrary, the goals build on places where the college has already been highly successful.
- Second, the establishment of this plan should in no way undermine other high-priority initiatives, already underway, that derive from earlier mission-fulfillment analyses (e.g., first-year African-American learner attainment, Latino representation in credit programs)
- Third, the plan's focus on Core Theme 1 and 3 should not be interpreted as a departure from Highline's commitment to its other Core Themes. In fact, the college's current near-term priorities reinforce a cycle of mission fulfillment that integrates all four pillars:



Operational planning

Over the next three-year period, the college will organize its efforts in the manner outlined in Highline's [*Year Seven Self-Evaluation Report*](#) (pp. 58-62), with each executive staff division taking primary responsibility for a Core Theme and working, from there, in close collaboration with the other divisions. The president, executive staff, and trustees will review interim progress reports and will provide guidance, as needed, on next steps.

Elements: Mid-Cycle Strategic Plan for Academic Years 2013-14 to 2016-17

Core Theme 1-related goals

Primary responsibility: Shared between Academic Affairs and Student Services

- *Basic skills transition*: Increase to and sustain in-year transition rates at 10 percent

Key activities:

- *Academic Affairs*: Implement Work Plan initiatives to restructure Transition Success Center activities, adding faculty advisor position(s) and expanding successful dual-credit options
- *Student Services*: Reduce barriers to transition such as general admission fee

- *College math*: Increase in-year math completions by 3 percentage-points (from 27 to 30%)*

Key activities:

- *Academic Affairs*: Continue to restructure placement processes to reduce pre-college referrals; support Math Department acceleration initiatives
- *Student Services*: Integrate new placement protocols and math acceleration options into orientation and intake advising

- *15 college credits*: Increase in-year attainment by 5 percentage-points (from 50 to 55%)

Key activities:

- *Academic Affairs and Student Services (jointly)*: Expand cohort-based and targeted-need supports — including MESA, TRiO, WFSN, Veterans, Umoja, and others — that promote early intervention and whole-student engagement and success, while maintaining a specific focus on first-year achievement gaps

- *45 college credits*: Increase attainment by 3 percentage-points (from 27 to 30%)*

Key activities:

- *Academic Affairs and Student Services (jointly)*: Adopt a pathway-based, integrated advising and auto-awarding model, incorporating the work of the Advising Task Force and ARRT

In supporting these foregoing attainment initiatives, *Administrative Services* and *Institutional Advancement* will support required fee-structure changes, tuition-collection practices, and resource development, particularly for transition and other population-specific scholarships such as those for Umoja enrollees, HB 1079-eligible students, and others

- *Applied bachelor's degrees:* Successfully launch four applied baccalaureate programs

Key activities:

- *Academic Affairs:* Secure SBCTC and NWCCU approval, develop core and general education curricula, staff course offerings, and offer programs
- *Student Services:* Provide necessary supports for admissions evaluation, records management, advising referrals, and student supports
- *Administrative Services:* Support required changes to tuition- and fee-collection
- *Institutional Advancement:* Aggressively market new programs and provide start-up scholarship resources during financial aid waiting period

Core Theme 3-related goal

Primary responsibility: Institutional Advancement, with support from all divisions

- *Community engagement:* Expand and deepen Highline's commitment to its communities

Key activities:

- *Institutional Advancement:* Launch Community Engagement Committee; continue to sustain and expand outreach efforts including, but not limited to, the Black and Brown Male Youth Summit, YELL Conference, Presidents' Breakfasts, "soccer diplomacy initiative," and others
- *Academic Affairs:* Continue to expand relevant programming to meet the needs particularly of under-served communities, including the White Center neighborhood, airport employees, family literacy sites, and Federal Way
- *Student Services:* Continue to incorporate community engagement into the college's multi-cultural/diversity programming; support off-campus programs
- *Administrative Services:* Support financial and facilities needs of community-serving programs, both on- and off-campus

Approved by Executive Staff December 2014

* Updated to align with revised 2012-13 SAI calculations, summer 2015

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		12/13 met (92%)
Core Theme 1:	Promote student engagement, learning and achievement.	3/3 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 #1

Mission Fulfillment UNMET (3/3 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%)
<i>Indicator 1.1</i> - 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)
<i>Indicator 1.2</i> - 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.					Met (100%)
<i>Indicator 2.1</i> - Faculty engage in continuous course-level assessment.		2014-15	2013-14	2012-13	Benchmark
Measure 2.1A	Percent of departments (out of 69) reporting on faculty assessment of course level student learning outcomes.	90%	88%	90%	90% (internal)
<i>Indicator 2.2</i> - Students experience HCC courses as challenging and engaging.					
Measure 2.2A	CCSSE “Academic Challenge/Active & Collaborative Learning” Composite score	54	54	54	50 (national norm)
<i>Indicator 2.3</i> - Faculty and student services personnel provide effective support to students.					
Measure 2.3A	CCSSE “Support for Learners” scores	53	53	53	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.	45% (n=392)	38% (n=418)	35% (n=480)	42%

Objective 3 - Students achieve their goals by progressing on educational pathways.				Met (80%)	
<i>Indicator 3.1</i> - Advanced Basic Skills students will transition from non-credit to college level courses.		2014-15	2013-14	2012-13	Benchmark
Measure 3.1A	Percentage of Advanced Basic Skills students who transition to college-level courses during the academic year.	5% (n=1652)	7% (n=1562)	7% (n=1789)	10% (internal)
<i>Indicator 3.2</i> – 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=4694)	50% (n=4362)	50% (n=4750)	45% (internal)
Measure 3.2B	Percentage of eligible students who attain five college-level credits in quantitative reasoning within current year.	26% (n=2308)	28% (n=2423)	27% (n=2509)	25% (internal)
<i>Indicator 3.3</i> – Degree- or certificate- seeking students will attain credentials.					
Measure 3.3A	Percentage of eligible students who attain 45 credits in current year.	33% (n=2010)	35% (n=2229)	32% (n=2208)	30% (internal)
Measure 3.3B	IPEDS graduation rate of full-time, first-time degree-seeking students within six years.	32% (n=463)	28% (n=437)	31% (n=463)	29% (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 2014-15 IPEDS graduation cohort entered during fall of 2009.

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 (88%)			
<i>Indicator 1.1</i> - Diversity and globalism are integrated broadly across the curriculum.			2014-15		2013-14		2012-13		Benchmark
Measure 1.1A	The percentage of courses with student learning objectives that link to the College Wide Outcome on diversity (courses).*		23% (n=1487)		44% (n=1180)		49% (n=1203)		35% (internal)
<i>Indicator 1.2</i> - 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)
<i>Indicator 1.3</i> – 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)

Objective 2 - Student support and business services initiatives successfully meet the needs of students from diverse backgrounds.						Met (100%)			
<i>Indicator 2.1</i> - 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)

* In 2014-15, course objectives were counted differently than in previous years.

** 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 (83%)
<i>Indicator 3.1</i> - Degree- and certificate-seeking students from diverse backgrounds achieve significant milestones at rates comparable to relevant comparison groups. (2014-15)		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	38% (n=725)	57% (n=794)	47% (n=618)	57% (n=1513)	41% (n=39)	52% (n=357)	45% (internal)
Measure 3.1B	Percentage of eligible students who attain 5 college-level credits in quantitative reasoning within the current year	15% (n=350)	35% (n=372)	24% (n=302)	26% (n=847)	32% (n=19)	27% (n=532)	25% (internal)
<i>Indicator 3.2 – Students from diverse backgrounds complete degrees and certificates at rates comparable to relevant comparison groups. (2014-15)</i>								
Measure 3.2A	Percentage of eligible students who attain 45 credits within the current year	30% (n=246)	32% (n=391)	30% (n=276)	36% (n=706)	37% (n=19)	84% (n=147)	30% (internal)
Measure 3.2B	IPEDS graduation rate of full-time, first-time degree-seeking students within 6 years (2009 fall cohort)	14% (n = 49)	46% (n=69)	27% (n = 44)	33% (n = 210)	0% (n = 4)	44% (n = 152)	29% (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%)	
<i>Indicator 4.1</i> - Recruitment, hiring and retention of campus personnel are equitable and full-time employees show increasing diversity.			2014-15	2013-14	2012-13	Benchmark
Measure 4.1A	Percentage of people of color in full-time positions.		34%	33%	31%	25% (internal)
<i>Indicator 4.2</i> - Employees from diverse backgrounds experience the campus climate as positive.		Of Color	Caucasian/ White		Benchmark	
Measure 4.2A	Rate of job satisfaction and positive campus climate		82%	79%		75% (internal)

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%)		
<i>Indicator 1.1</i> - 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%)		
<i>Indicator 2.1</i> - 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			
<i>Indicator 2.2</i> - Participation rates reflect meaningful community connections and confidence in the quality of college offerings.			2014-15	2013-14	Benchmark			
Measure 2.2A	Participation rate of degree-seeking students in district		4.8%	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 2014)		15% (10%)	21% (18%)	14% (15%)	38% (51%)	1% (1%)	Students of color within 5% (internal)

Objective 3 - Highline Community College contributes to meeting community needs.					Met (100%)
<i>Indicator 3.1</i> – The college serves the ever-changing needs of our service district.		2014-15	2013-14	2012-13	Benchmark
Measure 3.1A	Number of annual community non-credit programmatic offerings (includes ESL classes, continuing education classes)	797	793	841	750
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.)	22,124			pending
<i>Indicator 3.2</i> - The College meets regional workforce development needs.					Benchmark
Measure 3.2A	Post-completion employment rate of students in workforce education programs	77%	72%	78%	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	99% (n=70)			90%

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 (33%)
<i>Indicator 1.1</i> - Staff and faculty actively pursue continuing professional development opportunities.		2014-15	2013-14	2012-13	Benchmark
Measure 1.1A	Rate of agreement that employees have opportunities at work to learn and grow professionally.	69%	N/A	75%	75% (internal)
<i>Indicator 1.2</i> - Current employees indicate satisfaction with working environment and campus climate.					
Measure 1.2A	Rate of job satisfaction and positive campus climate.	80%	N/A	91%	75% (internal)
<i>Indicator 1.3</i> – Employees are retained by the College.					
Measure 1.3A	Short-term (2-year) attrition rate of full-time employees.	15%	10%	8%	8% (internal)

Objective 2 - The College demonstrates good stewardship of financial resources while ensuring sufficient resources will be available in the future.					Met (100%)
<i>Indicator 2.1</i> - The College maintains sufficient financial resources to both maintain programs and to remain strategic in times of financial downturn.		2014-15	2013-14	2012-13	Benchmark
Measure 2.1A	Percent of general operations budget maintained as operating reserves	10%	10%	10%	10% (internal)
<i>Indicator 2.2</i> - 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)
<i>Indicator 2.3</i> - The College ensures continuing alignment of fiscal resources to meet current operating needs.					
Measure 2.3A	Attainment of SBCTC FTE target allocation	100%	101%	105%	100%
Measure 2.3B	Attainment of internal tuition revenue target	104%	108%	113%	100%

Objective 3 - The College demonstrates stewardship of environmental resources.					Met (100%)
<i>Indicator 3.1</i> - The College encourages awareness and use of 'green' practices in its working environments.		2014-15	2013-14	2012-13	Benchmark
Measure 3.1A	Percent reduction in annual waste stream (landfill tonnage) from baseline.	12% (143 tons)	20% (130 tons)	20% (130 tons)	5% below baseline
Measure 3.1B	Percent reduction in annual total energy consumption (electricity and fossil fuels combined) from baseline.	27% (57,288p MBTUs)	5% (74,923p MBTUs)	6% (74,000p MBTUs)	2% below baseline

Rubric for Evaluating Outcomes Assessment Plan and Progress

	Initial	Emerging	Developed	Highly Developed
Assessment Planning	No formal assessment plan	Relies on intermittent planning	Clear regular plan	<p>Clear multi-year plan with several years of implementation</p> <p>Rationale: The AC has planned assessment of outcomes for about a decade, culminating in the latest online assessment tool which has two years of data</p>
Assessable Outcomes	Non-specific outcomes. Do not state student learning outcomes	Most outcomes indicate how students demonstrate learning	Each outcome describes student demonstration of learning	<p>Rationale: Outcomes describe demonstration of student learning. Outcomes used for improvement: Outcomes use verbs from Bloom's taxonomy to describe demonstration of learning. Faculty use online assessment tool to assess outcomes and improve student learning via observations of student struggles and successes and modifications in instruction to align with outcomes.</p>
Assessment Implementation	Not clear that assessment data is collected	Evidence collected Faculty have discussed relevant criteria for reviewing	<p>Evidence is collected and faculty use relevant criteria</p> <p>Rationale: Multiple years of evidence collected via the online assessment tool, and before that, via faculty assessments collected by department coordinators. Faculty use the online assessment tool to assure the course learning outcomes are used to for assessment.</p>	Evidence collected, criteria determined and faculty discuss multiple sets of data. Data is used.
Alignment	No clear relationship between outcomes and curriculum	Some alignment between curriculum and outcomes	<p>Clear alignment between curriculum and outcomes</p> <p>Rationale: As evidenced in our multi-year assessment reports and in the online assessment tool, faculty must articulate the alignment between curriculum and outcomes. Further, faculty review of tables of alignment is being completed, as seen in the <i>Mid-Cycle Self-Evaluation</i>, p. 8</p>	Curriculum, grading and support services are aligned with outcomes

Key:

Highlighting indicates college self-assessment and rationale

Valid Results	Little to no evidence that measures are valid	Majority of measures are valid	Valid measures in regular use Rationale: Highline does have multi-year use of valid measures; however, faculty continue to improve the validity of CLOs and DLOs so that all are measurable, meaningful, and aligned with curriculum. Therefore, the measures do not remain the same for more than three years. The latest improvement to increase validity is happening this summer and fall 2016. Since 2011, faculty have been reporting on valid CLO assessments (measurable; aligned to DLOs)	Multi-year use of valid measures
Reliable Results	No process to check for inter-rater reliability	Faculty preparing inter-rater reliability	Faculty check for inter-rater reliability	Multi-year use of process and evidence of good inter-rater reliability Rationale: Several years of using the current process for assessing and performing inter-rater reliability measures reveal good inter-rater reliability via peer reviews of assessment by trained AC members.
Annual Feedback on Assessment Efforts	No person or committee provides feedback to departments on quality of their assessment plan	Occasional feedback by person or committee	Annual feedback by person or committee. Departments use feedback.	Annual feedback, departmental use and institutional support Rationale: Reports from departments are sent to the Vice President for Academic Affairs who reviews them; they are then sent to the AC. The AC reviews the reports and provides written feedback. Summaries of the reviews are provided to the VPAA and the division chairs. Early in fall quarter, division chairs are given the reviews for each department in their division to distribute to department coordinators.

Key:

Highlighting indicates college self-assessment and rationale

Results are Used	Results for outcomes are collected but not discussed	Results collected, discussed but not used	<p>Results collected, discussed and used</p> <p>Rationale: Department reports specifically indicate that departments collect results, discuss them, and use them to plan improvements for assessment for the coming year. Our next step is to help more departments close the loop, confirming that changes lead to improved learning. This is a current focus of the AC for the coming year.</p>	Results collected, discussed, used, and evidence to confirm that changes lead to improved learning.
Planning and Budgeting	Outcomes not integrated into planning and budgeting	Attempts at aligning outcomes and planning and budget	<p>Alignment of outcomes and planning and budget occurs informally</p> <p>Rationale: Highline has a long history of investing in professional development, course release time, and summer institutes to improve outcomes assessment. One example is this spring 2016 Summer Institute, where faculty revised alignment of CLOs to DLOs. The primary planning driver for the college is the aggregate attainment data in Core Theme 1 of the MFR, which produces investments in improving student attainment. Going forward, the new online assessment tool will allow us to disaggregate and identify lagging student learning attainment by highlighting College Wide Learning Outcomes that need investment.</p>	Alignment of outcomes and planning is systematic and intentional.

Key:

Highlighting indicates college self-assessment and rationale

Rubric for Standards 3.A.1 -3.A.5 – Institutional Planning

	Initial	Emerging	Developed	Highly Developed
Ongoing planning	Minimal evidence	Short-term planning process recently implemented	Multi-year planning process with some assessment data	<p>Multi-year planning process with evidence of use of assessment data in planning</p> <p>Rationale: The College’s current assessment and planning process has been in place since 2006. Resulting strategic plans span a minimum of three years.</p>
Comprehensive planning	Minimal evidence	Some evidence of some comprehensive planning	Evidence of all-institutional planning process	<p>Multi-year comprehensive planning</p> <p>Rationale: The College’s Core Themes address all planning processes encompassed across all major college divisions and across all Core Theme objectives since 2010 (<i>Mid-Cycle Self-Evaluation</i> p. 1-6).</p>
Plans Implemented	Minimal evidence	Evidence of some aspects of planning being implemented	Evidence of implementation of planning	<p>Multi-year evidence of implementation of planning</p> <p>Rationale: The College’s Core Themes address all planning processes encompassed across all major college divisions and across all Core Theme objectives since 2010 (<i>Mid-Cycle Self-Evaluation</i> p. 1-6).</p>
Broad-based participation	Minimal evidence	Evidence that some constituency groups provided input	<p>Evidence that majority of constituencies provided input to planning</p> <p>Rationale: Governance groups across all major divisions of the College review institutional metrics and goals and provide input to planning (as seen in the <i>Mid-Cycle Self-Evaluation</i> p. 3-5).</p>	Multi-year evidence that majority of constituency groups provided evidence and that the evidence was utilized in planning and improvements

Key:

Highlighting indicates college self-assessment and rationale

Informed by assessment data	Minimal evidence	Some evidence that assessment data were utilized in planning	Evidence that assessment data are collected and analyzed	Evidence that assessment data are collected, analyzed and used for improvements Rationale: Campus policy changes, budget investments, and program initiatives for improvement stem from review of MFR achievements and shortfalls; interventions develop directly in response to data assessment (e.g. <i>Mid-Cycle Self-Evaluation</i> p. 1; p 7; p. 13, among others).
Planning Guides Resource Allocation	Minimal evidence	Some evidence that formal planning guides resource allocation	Evidence that formal planning regularly guides resource allocation Rationale: Strategic plans, updated periodically, consistently incorporate resource allocation priorities to address opportunities and/or deficits in MFR data (<i>Mid-Cycle Strategic Plan</i> , p. 1; p.3)	Evidence that formal planning assessment data regularly guides resource allocation
Emergency Preparedness	Minimal evidence	Plan development under way	Plan developed	Plan developed and evidence that plans are communicated and practiced Rationale: Highline College has fully implemented a detailed Emergency Operations Plan to guide college conduct in incident responses. It is built upon the National Incident Management System principles. The College regularly conducts drills and training exercises, including partnering with local emergency responders. Highline currently utilizes a comprehensive emergency alert system that includes computer screen pop ups, phone messages, text alerts, and posting on social media.

Key:

Highlighting indicates college self-assessment and rationale

Rubric for Standards 3.B, 4.A and 4.B – Core Theme Planning, Assessment, and Improvement

	Initial	Emerging	Developed	Highly Developed
Core Theme planning guides selection of programs and services	Minimal evidence	Evidence that planning intermittently informs some selection	Evidence that planning guides program and service selection	<p>Evidence of ongoing systematic use of planning in selection of programs and services</p> <p>Rationale: Highline routinely initiates program start-ups, investments, and modifications based on Exec Staff and Board of Trustees' review of Core Theme metrics (e.g. <i>Mid-Cycle Self-Evaluation</i>, p. 1; p. 13).</p>
Core Theme planning is informed by data collection and analysis	Minimal evidence	Evidence that planning is intermittently informed by selection	Evidence that planning is informed by data	<p>Evidence of ongoing and systematic use of data in planning</p> <p>Rationale: Annual Core Theme planning processes draw routinely on stable, meaningful, and well-understood data sources including Washington State Student Achievement Initiative, CCSSE surveys, and IPEDS. (<i>Mid-Cycle Self-Evaluation</i>, p. 5; <i>MFR</i> p. 2-5).</p>
Institution engages in ongoing collection and analysis of assessment data	Minimal evidence	Intermittent collection of evidence and analysis	Regular collection of assessment data and regular analysis	<p>Regular collection and analysis of assessment data and evidence of data-informed improvement</p> <p>Rationale: Campus policy changes, budget investments, and program initiatives for improvement respond to needs identified by regular data collection and analysis (e.g. <i>Mid-Cycle Self-Evaluation</i>, p. 1; p 7; p 11).</p>

Key:

Highlighting indicates college self-assessment and rationale

<p>Institution engages in evaluation of programs and services</p>	<p>Minimal evidence</p>	<p>Evidence of intermittent evaluation of programs and services</p>	<p>Evidence that programs are periodically evaluated</p> <p>Rationale: Student Services and Prof/Tech education follow systematic program review schedules (<i>Response to Recommendation 1 Ad Hoc Report</i>, p. 6; <i>Mid-Cycle Self-Evaluation</i>, p. 13).</p> <p>Improvement Plan: Highline will develop a program review schedule for AA transfer in 2016-17.</p>	<p>Evidence of ongoing and systematic program evaluation</p>
<p>Institution documents student learning in courses, programs and degrees</p>	<p>Minimal evidence</p>	<p>Evidence of intermittent documentation of student learning</p>	<p>Evidence that student learning in courses, programs and degrees is documented periodically</p>	<p>Evidence of ongoing and systematic documentation of student learning in courses, programs and degrees</p> <p>Rationale: Highline gathers and documents evidence through annual department assessment reports (<i>Mid-Cycle Self-Evaluation</i>, p. 7).</p>
<p>Faculty are responsible for evaluating Student Learning Outcomes</p>	<p>Minimal evidence</p>	<p>Some evidence that some programs rely on faculty</p>	<p>Evidence that faculty are responsible in most programs</p>	<p>Evidence that faculty are responsible in all programs</p> <p>Rationale: 90% of departments report assessment evaluations, as measured in Core Theme 1, Objective 2, Measure 2.1.A (<i>MFR</i>, p. 2).</p>

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Institution regularly reviews assessment plan and process	Minimal evidence	Some evidence of intermittent review	Evidence of regular review	Evidence of ongoing and systematic review Rationale: Exec Staff, the Board of Trustees, and the ASC revisit the <i>MFR</i> metrics and process as a regular part of the annual planning cycle (<i>Mid-Cycle Self-Evaluation</i> , p. 1, Figure 1).
Results of Core Theme assessments are used for improvement	Minimal evidence	Evidence of intermittent use	Evidence of regular use	Evidence of ongoing and systematic use Rationale: When benchmarks are not met, Exec Staff, in consultation with the appropriate cabinet(s), begins the planning for improvement (<i>Mid-Cycle Self-Evaluation</i> , p. 1).
Results of Core Theme assessments are made available to constituencies	Minimal evidence	Evidence of intermittent availability	Evidence of regular availability	Evidence of ongoing and systematic availability. Rationale: The <i>MFR</i> is continuously available to all faculty and staff on the IR website, and is the centerpiece Exec Staff uses for ongoing planning and discussions with the Board; it is also a centerpiece for the work of the Accreditation Steering Committee (<i>Mid-Cycle Self-Evaluation</i> , p. 2-3).
Results of student learning outcomes are used to inform academic planning	Minimal evidence	Evidence of intermittent use of student learning outcomes assessment for academic planning	Evidence that the majority of programs use student learning outcomes assessment for academic planning	Evidence that the majority of programs engage in ongoing systematic use of student learning outcomes assessment for planning Rationale: AC has received and reviewed five years of department assessment and planning reports (<i>Mid-Cycle Self-Evaluation</i> , p. 7); the vast majority of programs engage in this (<i>MFR</i> , p. 2).

Key:

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Results of student learning outcomes are made available to constituencies	Minimal evidence	Evidence of intermittent availability	Evidence of regular availability	Evidence of ongoing and systematic availability Rationale: AC provides annual reports to vice president for academic affairs who distributes them to division chairs, who distribute to department coordinators (<i>Mid-Cycle Self-Evaluation</i> , p. 7).
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Key:

Highlighting indicates college self-assessment and rationale