Year Seven Evaluation Report

Highline College
Des Moines, Washington

October 18-21, 2020

A confidential report of findings prepared for the Northwest Commission on Colleges and Universities

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General Introduction

Founded in 1961, Highline College offers a variety of degrees and certificates: associate degrees, one-year certificates, short-term (less than one year) career and technical certificates and six bachelor's degrees. Overall, offerings respond to local workforce needs by preparing students for living wage professions and employment options available locally. Offerings also prepare students for a variety of transfer options to upper division degree programs in the Washington State education system.

According to the Highline College Self-Evaluation Report, there are thirty-three buildings on the main campus on seventy-seven acres in Des Moines. Like many institutions responding to the pandemic, Highline redirected operational and delivery modalities for staff, faculty, and students to primarily on-line and hybrid opportunities. In this context, the college enhanced and expanded its IT resources to accommodate the changes. The college also implemented key initiatives for equity, diversity and inclusion.

As noted in the Self-Evaluation Report, Highline College is almost twice as diverse as the system average, and over 75% of students report their race or ethnicity as other than white. The college serves over 350 international students each year, as well as approximately 1,400 high school juniors and seniors as part of Washington state's Running Start co-enrollment program. According to the Highline's report, 32% of student pursue basic skills or pre-college education, 36% intend to transfer to a four-year institution, and 27% attend for personal or professional development.

Since the 2016 Mid-Cycle Report, there have been changes at Highline College. An interim served as president in 2017, and the college hired the current President, Dr. John Mosby in 2018. Due to retirement cycles and opportunities, there has been significant turnover and organizational change in administration, academic affairs, and student services from 2017 to 2020.

Assessment of the Self-Evaluation Report

Highline College produced a comprehensive report characterized by clarity, transparency and depth. Related materials provided necessary detail and support for the Evaluation Team to verify and more deeply understand the college's self-evaluation report. The college was immediately responsive to requests for additional information and clarification.

This Year Seven Evaluation Report reviews the institution's responses during year seven of the accreditation cycle in several ways. Due to the COVID-19 landscape, the evaluation team conducted a virtual evaluation visit via Zoom, interviewing over 300 individuals over two and a half days. Interviews were conducted in large and small groups as well as one-on-one settings. In addition to interviews, the team examined the Evaluation Report, other written documentation, electronic and paper exhibits to complete their work.

Please note this report reflects transition. Highline College's Self Evaluation Report was written based on the NWCCU's 2010 standards. Consequently, this Year Seven Evaluation

Report is based on the 2010 NWCCU Handbook, the report reflecting 2010 standards. However, per NWCCU guidelines, the recommendations in this report correlate to the NWCCU 2020 Handbook; that is, all recommendations reference the 2020 standards. As Highline College begins its next evaluation cycle, it will transition entirely to NWCCU 2020 Handbook protocol. The Evaluation Team has chosen to address the comprehensive report primarily in narrative associated with each standard or eligibility requirement

Institutional History Impacting Accreditation Visit

Highline College had no outstanding recommendations going into this visit.

Response to NWCCU Student Achievement Questions

Referring to use of data over time, Highline College identifies key graduation rate challenges, among them looking at ways to understand credit taking behavior in the first quarter as well as students who leave and their reasons for doing so.

The college has taken several steps to improve graduation rates and close equity gaps. Prime among them is moving from aspirational goal to explicit focus on this issue as a priority in President Mosby's administration. The college has also embarked on using Guided Pathways as a framework to engage faculty, staff and students in several areas (e.g., Intake and Advising, Programs Maps and Exploratory Pathways, Assessing Program Outcomes & Using Inclusive Pedagogies, Math Attainment).

The college is taking several measures to address equity gaps, among them using the Guided Pathways initiative as a college-wide strategy to address equity gaps and increase completions. There is also focused work in specific areas to address equity gaps by increasing awareness and support for culturally responsive teaching, concentrating on financial aid and financial support for students, providing support for students transitioning from ELCAP to degrees and certificate programs, and providing staff and faculty development to understand equity and inclusion.

The college provides data which clearly demonstrates the TRIO Program has been effective in improving graduation rates and pass rates in certain math courses, and so the college is looking for ways to scale similar strategies across larger groups of students.

In response to what accreditors might do to assist Highline College to improve graduation rates, suggests

- Create a data center with qualitative and quantitative results and narratives of successful endeavors done by other colleges in terms of improving graduation rates.
- Provide additional resources or funding recommendations (beyond ATD, Aspen Institute, College Spark and other current aligned resources).

- Provide advice for Highline as it prepares its upcoming DOE Title III Strengthening Institutions grants.
- Support data sharing, including degree requirements, within each state.
- Provide resources on what other campuses are doing to support undocumented students, notably with for strategies to assist students who do not qualify for FAFSA because they lack documents.

Report on NWCCU Eligibility Requirements

Evaluators found evidence the college meets operational focus and independence. Specifically, per the Revised Code of Washington, Chapter 28B.50, provides "thoroughly comprehensive educational, training, and service programs to meet the needs of both the communities and students." In its capacity as a publicly-funded institution, all funding appears to exclusively fulfills the college's educational mission.

Furthermore, the college operates under the authority of Washington State Administrative Code (Title 132I) its gubernatorially appointed Board of Trustees, and the Washington State Board for Community and Technical Colleges.

Evaluators found Highline College's core themes to be appropriate. They were approved in 2010 by the Board of Trustees. The Board of Trustees approved updated mission statements in 2013, 2014, and 2019, incorporating core themes with the institution's new Bachelor of Applied Science degrees. (ER 2, ER 3)

Standard 1: Mission, Core Themes, and Expectations

Highline College identifies its mission and identifies core themes that comprise essential elements of that mission. The four core themes are as follows:

1. Promote student engagement, learning, and achievement.
2. Integrate and institutionalize diversity and globalism throughout the college
3. Build valuable relationships and establish a meaningful presence within Highline College's communities
4. Model sustainability in human resources, operations, and teaching and learning

In place since 2010, the themes clearly map to essential elements of the mission and collectively encompass the mission and values of the institution. Using core theme benchmarked results, the college shares outcomes with the larger campus community in a document called the *Mission Fulfillment Report* (MFR). These outcomes are also reviewed by administrative units at the college and by the Board of Trustees at its annual retreat. As noted in the 2016 Mid-Cycle Report, in areas where benchmarks are not being met, the college takes action to address deficiencies and to improve performance. There is evidence of the use of the results of the MFR to measure success and to drive change at the institution.

Standard 1.B: Core Themes

The core themes clearly map to essential elements of the mission and collectively encompass the mission and values of the institution. Highline College currently uses its core themes to provide direction for its planning processes, but clear evidence was not presented that it had consistent processes for systematic review of core themes, objectives or indicators.

Core Theme 1: Promote Student Engagement, Learning, and Achievement

Core Theme 1 has three established objectives related to 1) student engagement for a meaningful learning experience; 2) teaching methods, curricula, and student support services that fulfill learning needs; and 3) student achievement of goals. Each objective has assessable and verifiable indicators of achievement that form the basis for evaluating accomplishment of the objectives of its core themes. Many, but not all, of the indicators are meaningful or help the institution identify key areas of improvement.

The college has made progress in 2019-2020 in more fully assessing program learning outcomes and core competencies, which represent learning outcomes for general education and related instruction. However, the college has not updated measures for Core Theme 1, Objective 2 in order to reflect assessment beyond the course level.

The objectives include both internal and external measures of progress towards goals. Highline College's rationale for using internal three-year rolling averages as benchmarks reflects on their comparative funding in Washington State and the "extraordinary socioeconomic diversity" of the communities they serve. The rationale for choosing internal measures rather than external measures, particularly for Core Theme 1, Objective 3, is not always clear. This lack of clarity calls into question how meaningful these measures are for evaluating the accomplishment of Objective 3.

Concern: Highline College depends solely on course level assessment as a measure for Core Theme 1, Objective 2 (2010 Standard 1.B.2).

Core Theme 2: Integrate and Institutionalize Diversity and Globalism throughout the College

Core Theme 2 has four objectives. The first, "Diversity and globalism are infused throughout the curriculum; faculty employ a pedagogy that integrates diversity and globalism," has three objectives which focus on students broadly and specifically students of diverse backgrounds and their experiences with faculty and staff, curriculum, and course work. The college lists programs designed to measure the college-wide outcome focused on diversity, and the challenges therein. The college also notes programs and processes either in development or in progress to enhance faculty, staff, and student equity and inclusion awareness.

The second objective is to develop resources for businesses and student support services to meet the needs of students with diverse backgrounds. The single objective is admittedly "narrow," but there is a plan to expand resources in this area.

The third objective is "Students from diverse backgrounds progress, achieve goals, and complete degrees/ certificates." The two measures of achievement focus on increasing progress (including degree and certificate attainment) made by students from diverse backgrounds and increasing those rates compared to "relevant comparison groups." Despite data showing minimal increases, the goals have not been met. The college seeks to address these issues through a number of programs including department-specific curriculum review and Guided Pathways.

The fourth objective, "The college engages in inclusive recruitment and hiring practices, and fosters a campus climate perceived as culturally competent and inclusive by all constituents," has two measures involving recruitment and work site experience metrics. With perhaps the most diverse employee base in the state, Highline notes initiatives including the Equity Task Force and other programs have had positive impact on this objective.

Core Theme 3: Build Valuable Relationships and Establish a Meaningful Presence within Highline College's Communities

Overall, Core Theme 3 seemed to permeate the college's culture and practices, and supports the college's mission statement, directly reflecting the phrase "sustains relationships within its communities." The institution actively seeks data related to this theme through the Community Perception Survey, a tool administered through a professional firm every seven years to measure community awareness of the college. The college has reached its goal of an 80% awareness level in the past two surveys. Because the community knows the college, the college is able to establish meaningful partnerships with community groups and provide services to meet identified community needs. Examples of such partnerships abound; several are listed below:

- While in School (WISH) housing vouchers through a variety of partners including Neighborhood House and King County Housing Authority
- Transit expansion and roadway redesign in conjunction with transit and city officials
- Welcome Back Center to help internally trained professionals return to their chosen careers
- A new hub in Federal Way to provide coursework by working with the University of Washington Tacoma, Federal Way Public Schools, and the City of Federal Way
- The White Center, which offers office skills and early childhood education (in Somali and English) courses, in partnership with the YWCA Learning Center
- English and GED-preparation courses held at libraries, apartment complexes, schools, and other community sites through the college's English Language for Career and Academic Prep (ELCAP) department
- United Way Vista coaches and AmeriCorps volunteers, including United Way co-funding a program assistant for the Workforce Program Manager
- COVID response work with the Washington State Public Health department
- Professional-technical advisory committees for the college's programs

In addition, the institution reaches out to the community in general through its Continuing Education Department, offering professional development, personal enrichment, and customized training courses. The Conference and Event Services Department directly supports Core Theme 3 by providing rental space to groups and individuals in the community, bringing the community to campus. The Institutional Advancement Department strives to build relationships within the

community in a variety of ways, including hosting specific community events such as La Conferencia, Young Educated Ladies Leading (YELL), and the Black and Brown Male Youth Summit. The college also collaborates with surrounding school districts.

The college's commitment to upholding Core Theme 3 is further evidenced by its resource allocation and prioritization process. Consideration of the theme is specifically listed in two of the college's mission fulfillment improvement goals with administrators tasked to oversee the work. In 2016, funds were allocated to create a Dean for Extended Learning position with staff support. The recent reorganization of Academic Affairs created a Dean for College & Career Readiness. According to those interviewed, this new dean position gives ELCAP (English Language for Career and Academic Prep) a voice on campus. Being included in the college's decision-making is important as one-third of Highline College's students are served through ELCAP as non-credit bearing students. ELCAP works to prepare and transition those students into credit-bearing courses and the community workforce.

There appears to be a strong awareness across campus of Core Theme 3, with many departments working together to make Highline College a part of the community and to serve that community through strong partnerships. Many faculty and staff reported being involved in the community through boards, professional associations, advisory councils, and volunteer efforts. Involvement in the community seems to be part of the campus culture.

Students also discussed opportunities to become involved in the community through service learning. Some programs embed internships. The college plans to explore how these types of High Impact Practices can be more formally incorporated into instruction across campus.

Core Theme 4: Model Sustainability in Human Resources, Operations, Teaching and Learning

The Core Theme of Sustainability is clearly defined. It is supported by three objectives that are associated with human, financial and environmental resources. The total of nine measures assess college's sustainability and environmental impact.

While current objectives do not clearly reflect advancing of sustainability efforts in teaching and learning, there is evidence of efforts to provide campus informational events such as Green Week and Earth Week. The idea of introducing course, program, and college-wide learning outcomes are discussed.

Selected indicators are verifiable and assessable. However, some indicators, in particular those related to financial sustainability and environmental impact, may not fully reflect all the efforts undertaken by the college. This was acknowledged by several administrative and classified staff. Those indicators are expected to be reconsidered during the next revision cycle.

Selected indicators have benchmarks set based on historic internal data. Some benchmarks may not have been updated frequently enough. For example, environment sustainability indicators have been exceeding targets for many years. They may serve as reasonable minimum thresholds but lack an aspirational dimension for the college.

Standard 2: Resources and Capacity

Evaluators found evidence of operational focus and independence in that the college has authority over district budget, curriculum, and governance. (ER 4)

The college administration governs in a nondiscriminatory manner in responding to educational needs and legitimate claims of the constituencies it serves as evidenced by its charter, its mission, its core themes, and the college's Cultural Diversity Policy. (ER 5)

Evaluators found evidence the institution establishes and adheres to ethical standards in its operations and relationships, specifically referencing the Washington State Ethics Act, the Highline College Code of Ethics, the Board of Trustees Code of Ethics, and the Highline College Education Association Agreement 2018-2021. (ER 6, 2010 Standards 2.A.2, 2.A.22, 2.A.23, 2.A.24)

There is evidence that none of the Highline's five-member gubernatorially appointed Board of Trustees has a contractual or employment relationship with the college. Board of Trustee By-Laws, calendars, biographies, and other governing and procedural documents are on the Board's website. (ER 7, 2010 Standards 2.A.2, 2.A.4, 2.A.5, 2.A.6, 2.A., 2.A.8).

The Highline College President is the Chief Executive Officer and is appointed by the Board of Trustees. The President serves as secretary to the board, not as an ex officio member. (ER 8, 2010 Standard 2.A.10).

There is evidence the Highline administrators and governance groups represent all major units of the college and manage the institution by engaging in strategic planning, consultation, assessment, and policy development. The college has a sufficient number of qualified administrators to carry out its mission. (ER 9, 2010 Standard 2.A.1, 2.A.9, 2.A.11).

Evaluators found that Highline employs a sufficient number of appropriately qualified faculty to achieve its educational objectives. It appears full-time faculty evaluation procedures meet the standards of the Northwest Commission on Colleges and Universities, and full-time faculty workloads meet college requirements. There is evidence that faculty members ensure appropriate content and rigor of academic programs. (ER 10, 2010 Standard 2.B.4, 2.B.5, 2.B.6, 2.C.5)

Highline College offers an Associate of Arts degree, Associate of Science degrees in chemistry, biology, computer science, physics, and general engineering, Associate of Applied Science degrees in professional-technical areas, and various certificates. Information concerning degrees and certificates appear in the college catalog, on the website, and in course syllabi (ER 11, 2010 Standard 2.C.2, 2.C.2).

There is evidence that for any degree, students complete at least 90 college-level credits. The number of credits and general course requirements for A.A. and A.S. degrees meet requirements of the Washington State Intercollege Relations Commission and the Washington State Joint Transfer Council. Credit and course requirements for professional-technical degrees and

certificates satisfy the Washington State Board for Community and Technical Colleges guidelines. (ER 12, 2010 Standard 2.C.3)

There is evidence the Highline College Library provides sufficient access to physical and electronic resources to meet the information needs of students, faculty, staff, and the community, ensuring the collection is current and of sufficient breadth and depth to support the information needs of its primary users. There is evidence the library promotes and enhances the information literacy (IL) skills of students, faculty, staff, and administrators. (ER 13, 2010 Standard 2.E.1, 2.E.2, 2.E.3)

Evaluators found evidence the college's physical facilities are accessible, safe, secure, and generally conducive to learning and working. Though outdated, the college's 2010 Master Plan still suggests continued development and renewal of the campus and describes current and future campus facilities requirements

There is evidence the college's technological infrastructure adequately meets the technology needs of the college community and that said infrastructure has been effectively expanded in light of the shift to online instruction in the COVID-19 landscape. (ER 14, 2010 Standard 2.G.1, 2.G.3, 2.G.5).

There is evidence that academic freedom for students and faculty is specifically addressed in the Instructional Policies section of the college catalog and the Student Rights section of the Highline Students Rights and Responsibilities. (ER 15, 2010 Standard 2.A.15, 2.A.27, 2.A.28, 2.A.29)

Evaluators found evidence the college provides "open access to any adult who can benefit from its educational services." Pertinent information regarding the college's admissions processes and procedures are on Highline's Admissions Department website and in the college catalog provide. For programs requiring competitive admissions (i.e., the Nursing Associate Degree Program and all BAS degree programs), criteria appear on the programs' webpages. (ER 16, 2010 Standard 2.A.15, 2.A.16, 2.A.17, 2.D.3)

There is evidence the college satisfies eligibility requirements for public information. Specifically, the online college catalog, policy websites, and program and course websites contain information regarding the college's mission, admissions, details about academic programs and courses, grading policies, and refund policy and procedures. Titles and academic credentials of administrators and faculty are listed as well.

Various department and unit websites contain key documents such as the Students Rights and Responsibilities Code. Tuition and fees are listed on the Registration and Records website, and the Cost of Attendance webpage estimates the overall cost of attending Highline. The Financial Aid website links to information for aid application, deadlines, types of financial aid, forms, scholarships, and more. The Academic Calendar contains both the current and proposed calendars. (ER 17, 2010 Standard 2.A.15, 2.A.16, 2.A.17, 2.C.1, 2.D.8, 2.D.9)

There is evidence that Highline College is financially stable and has sufficient cash flow and reserves to cover current operations and commitments. There is evidence the college annually conducts risk assessments and fiscal planning and develops revenue estimates for the next fiscal year in the current winter quarter. (ER 18, 2010 Standard 2.F.1, 2.F.2, 2.F.3, 2.F.4)

Evaluators found evidence that Highline College receives an external financial audit from the Washington State Auditor's Office. A review of the financial audits indicates there have been no significant material findings. Audit findings are presented to the college leadership, and recommendations and action items are addressed as appropriate. (ER 19, 2010 Standard 2.F.7).

Evaluators found evidence that Highline College diligently and accurately discloses all information the Commission may require to carry out its evaluation and accreditation functions. (ER 20)

There is evidence Highline accepts the standards and related policies of the Commission and agrees to comply with these standards and policies. (ER 21)

Standard 2.A: Governance

There is evidence Highline College's system of governance and its decision-making structures and processes are transparent, widely understood, and make provision for constituent input where they have a direct and reasonable interest. The college's organizational structure shows broad lines of reporting and communication in support of this standard. (2.A.1)

There is evidence showing Highline College responds to the limited oversight of the Washington State Board for Community and Technical Colleges (SBCTC) whose functions include state fund allocation, enrollment-reporting procedures, statewide data management, and legislative advocacy. Highline College's Board of Trustees retains full authority over Highline College's district budgets, curriculum, and governance. (2.A.2)

Evaluators found evidence that Highline's President and the Vice President for Academic Affairs, who is also the Accreditation Liaison Officer are responsible for compliance with Standards for Accreditation. The ALO ensures that compliance is not affected by collective bargaining, legislative action, or external mandates. (2.A.3)

Evaluators found evidence the institution's governing board consists of five voting members, a majority of whom have no contractual, employment, or financial interest in the institution. In Washington state's hierarchical structure of multiple boards' roles and responsibilities, the Highline College's Board of Trustees retains full authority over Highline College's district budgets, curriculum, and governance. (2.A.4)

There is evidence the Highline College Board of Trustees follow their own rules in the Board of Trustees' Standards of Practice and Roles and Responsibilities as well as the by-laws found in the Washington Administrative Code Title 132I.104 which provide that "no individual member of the board may act on behalf of the board unless specifically instructed by action of the board.

Three members shall constitute a quorum and no action may be taken with less than a quorum present." (2.A.5)

There is evidence the Highline College Board of Trustees establishes, reviews regularly, revises as necessary, and exercises broad oversight of institutional policies, including those regarding its own organization and operation. (2.A.6)

There is evidence the board selects and evaluates regularly the chief executive officer who is accountable for the operation of the institution. It delegates operational authority and responsibility to the CEO and it annually evaluates the president based on annual goals connected to the college's Core Themes. (2.A.7)

Evaluators found evidence the Board of Trustees annually conducts a self-evaluation of its performance to identify strengths and strategies for improvement, board organization and operation, policy development and review, community relations, and strategic planning for the college, including its vision, mission, and goals. (2.A.8)

There is ample evidence the institution has an effective system of leadership, staffed by qualified administrators who have appropriate levels of responsibility and accountability. Said administrators have responsibility for planning, organizing, and managing the institution and assessing its achievements and effectiveness. (2.A.9)

There is evidence the institution employs an appropriately qualified chief executive officer, Dr. John Mosby, with full-time responsibility to the institution. President Mosby reports to the Board of Trustees and serves at their will. The President serves as secretary to the board, not as an ex officio member. In his role as president, Dr. Mosby has full-time responsibility for the institution. (2.A.10)

Evaluators found evidence Highline College employs a sufficient number of qualified administrators to lead and manage the institution's major support and operational functions. These administrators work collaboratively across institutional functions and units to foster fulfillment of the institution's mission and accomplishment of its core theme objectives. (2.A.11)

Academic policies, including those related to teaching, service, scholarship, research, and artistic creation, are clearly communicated to students and faculty and to administrators and staff with responsibilities related to these areas. Academic policies are available in the college's catalog and on its web site. (2.A.12)

The library provides access to its library policies, including collection development, circulation/borrowing, patron privacy, and library use policies are available on the library website. (2.A.13)

Concern: While library policies are available and documented on the library website, the library does not have an established timeline for the regular review of policies nor a date of review on each policy.

Highline College has published transfer policies and has worked to strengthen transfer pathways for students by using mapping to narrow options in its General Education core for transfer degrees, removing "areas of emphasis" in its AA degrees, and implementing Guided Pathways to better advise students. All changes are positive and will improve the transfer experience for students. (2.A.14)

In addition the BAS degrees have been designed to be bridges between applied associate degrees and master programs, with attention paid to increasing transfer options for students.

Student related policies and procedures addressing rights and responsibilities (code of conduct), academic honesty, and the instructional grievance process can be found in the online catalog in the College Policies or Instructional Policies sections, as well as an overall college policies page on the website. Procedural, reporting and contact information related to student conduct and behavior concern is provided on the Office of Community Standards and Student Conduct webpage. While student service policies list references to a Student Complaint Policy, it only references the Washington Administrative Code (WAC) and no useful link is provided. Neither the recently revised Title IX nor other nondiscrimination policy language is on the Policies webpage. Reference to Title IX is listed under a brief "sexual harassment" section with a mailing address for Human Resources provided for reporting harassment. While Title IX policy and procedures can be located on the Human Resources Staff and Faculty Policies webpage, there are no discoverable nondiscrimination policies or related grievance procedures. An interview with the Director of Human Resources confirmed that this policy is being revised and reviewed by the Policy Development Council. There is no reference to the policy being in progress on that webpage. Access services and accommodations for individuals who experience disability are provided through Access Services with complete information on their webpage. There is no discoverable specific accommodations policy statement. Both student services and human resources leaders acknowledge the need to review and strengthen policies and to make them more student-centered and accessible to the average student. (2.A.15)

Concern: Student policies and grievance/complaint rights related to Title IX, nondiscrimination, disability access, and non-instructional appeals/concerns are either insufficient or difficult to discover. The college should assure policies and procedures are expanded, aligned with federal guidance and regulations, and that they are made easily available and discoverable to students online and in print if applicable, including clear ownership of policy/procedure and related contacts and support resources.

The college has admission and placement policies and processes that guide student registration in appropriate courses. The college adopted a multiple measures placement process and has nicely diagrammed and easy to follow guidance on students' options on the Placement website. The multiple measures approach has led to demonstrable improvements in equitable course placement and improved rate of progression for students. The college publishes academic suspension, appeals and reinstatement policies in the online college catalog. (2.A.16)

The Student Rights and Responsibilities policy references student rights to assemble, host speakers, and distribute material but there is no reference to rights to form student government, clubs and explicit connection to college shared governance. There is an active associated

student government body with an up-to-date constitution and by-laws published on the Center for Leadership and Service website. The charter encompasses broad student involvement through club representation on the Student Council and student leaders serve on multiple campus wide committees. (2.A.17)

Concern: Evaluators could not locate a broad-based policy statement regarding the college's relationship to co-curricular activities which delineates rights and responsibilities clearly.

Highline maintains a fairly comprehensive set of staff and faculty related policies and procedures on the Human Resources website. An interview with the HR Director confirmed that this set of policies has been historically reviewed and updated internally by HR staff, but they are shifting this practice to have collegewide and broader impact policies reviewed and approved through the college's Policy Development Council. They will also seek to include human resources policies on the college Policies webpage. (2.A.18)

Concern: While there is an equal employment opportunity statement, the only reference to a nondiscrimination statement is within the Title IX policy and procedures section. Nondiscrimination/harassment language must align with federal Department of Education and Office of Civil Rights regulations. The statement and associated grievance procedures should be more clearly detailed, published and made widely available staff, students and the public.

The college has procedures in place for communicating expectations associated with employment. Links to collective bargaining agreements are located on the Human Resources webpage. These agreements outline the conditions of employment, including work schedules, assignments, performance evaluation, retention, promotion and termination. Expectations for non-represented employees is included on the webpage. All new employees complete an orientation process with Human Resources which covers policies, procedures, conditions of employment, and benefits. Department specific orientations may also occur. (2.A.19)

Confidential personnel records are stored in a locked file room inside Human Resources offices and only accessible by authorized staff. Some records are stored electronically and also only accessible by authorized staff. (2.A.20)

Evaluators found evidence Highline College represents itself clearly, accurately, and consistently through its announcements, statements, and publications. Widely accessible online documents communicate academic intentions, programs, and services to students and to the public. Timelines and sample schedules demonstrates that its academic programs can be completed in a timely fashion. The college annually reviews its publications to assure integrity in all representations about its mission, programs, and services. (2.A.21)

Evaluators found evidence the institution establishes and adheres to ethical standards in its operations and relationships, specifically referencing the Washington State Ethics Act, the Highline College Code of Ethics, the Board of Trustees Code of Ethics, and the Highline College Education Association Agreement 2018-2021. (2.A.22, 2.A.23)

There is evidence the college maintains clearly defined policies with respect to ownership, copyright, control, compensation, and revenue derived from the creation and production of intellectual property. These are specifically addressed in Section 902 (Copyright Policy) of the Highline Education Association (HCEA) Faculty Agreement 2018-21. The language encourages the publication of scholarly works and acknowledges "the right of faculty, staff and students to prepare and publish, through individual initiative, articles, pamphlets, and books, software, or devices that are copyrightable, trademark-able or patentable." Sections 902.2 and 902.3 specify the exceptions, conditions, and the types of materials covered in the policy. Further, the college's Student Rights and Responsibilities Code protects student work from use without written consent. (2.A.24)

Evaluators found evidence in the "About Us" section of the college website that "Highline College is accredited by the Northwest Commission on Colleges and Universities, an institutional accrediting body recognized by the Council for Higher Education Accreditation and the secretary of the United States Department of Education." No language speculates on the college's future accreditation status. Specifically, the Accreditation Information and Documentation page details the college's most recent reports. (2.A.25)

There is evidence that contractual agreements with external entities for products or services have clearly defined roles and responsibilities as part of the contract's written scope of work. The Vice President for Administrative Services approves all contracts for personal or client services as to form, content, and consistency with the college's mission and goals as well as verifying fulfillment of NWCCU's standards. Highline follows the State of Washington Office of Financial Management (OFM) guidelines for soliciting, awarding, and reporting of all personal and client services agreements. In no case does the college relinquish or diminish its control of curriculum or operational policy through its contracts with service providers. (2.A.26)

Highline College publishes polices regarding academic freedom and responsibility in its catalog, as well as on its policy website, that appropriately protect its constituencies. In addition, there are statements supporting academic freedom and responsibility in the Highline Education Association Faculty Agreement 2018-2021 and in a description of academic freedom and responsibility in the Students' Rights and Responsibilities Code. Evaluators found no evidence in record that its academic freedom policies have been approved by its governing board. (2.A.27)

Concern: Though verbally assured of its existence, evaluators could not find other evidence of governing board approval of its academic freedom policy.

The college affirms in its Year Seven Comprehensive Self-Evaluation Report that its policies define and promote an environment of independent thought and respect for diverse views. Faculty, staff and students corroborated that they are intellectually free to examine thought, reason, and perspectives of truth. (2.A.28)

The Highline Education Association Faculty Agreement 2018-2021 defines standards for overall ethical conduct, and the institution's criteria for tenure also include requirements for professionalism and ethical conduct. Faculty and staff affirmed the commitment to representing scholarship fairly, accurately, and objectively. (2.A.29)

Standard 2.B: Human Resources

Highline College serves approximately 16,000 students and has approximately 1,100 total employees. Information provided in the self-study and during interviews with campus faculty and staff indicate the college generally has an appropriate number of qualified faculty and staff to serve its students. A review process occurs prior to filling vacancies or hiring for new positions to verify job descriptions, need and funding stability. Some concerns about the impact of the current state economic situation on staffing levels were raised during interviews. Additionally, the self-study noted that Highline College salaries for faculty and administrators are below state and national averages.

In service to college priorities as identified in Core Themes 2 and 4, the college has been working to improve diversity and representation of its employees. Investment in a new Talent Acquisition Manager position was made to improve recruitment (initially) and retention (eventually) of diverse applicants, especially candidates of color.

Compliment: The college is complimented on employing one of the most diverse faculties in the state, with almost double the percentage of full-time faculty of color than the state average. Despite this, the college has committed to continuing to improve representation to better reflect their community, with over two-thirds of students being students of color.

Evidence attests to the use of criteria, qualifications, and processes for filling new or vacant positions being applied equitably across position types and that accurate job descriptions represent responsibilities associated with respective positions. (2.B.1)

Evidence provided in the self-study and interviews confirms that the college has adequate personnel evaluation procedures in place for all employee groups. An interview with the HR Director confirmed that significant improvement of execution of evaluations for exempt and classified staff groups has occurred during past year, with an approximately 65% evaluation completion rate. This was cited as significant improvement over rates from previous years, although collection of this information by Human Resources was incomplete prior. Interviews with administrators and staff confirmed that this past year marked a new consistent and strengthened approach to evaluations. Experiences with the new approach were overwhelmingly reflected as positive, supportive and meaningful. The college is encouraged to continue to implement measures to verify that all administrative and staff performance evaluations take place in alignment with their identified policy and procedures.

Evidence suggests that the college offers many professional development opportunities to staff and administrators. There are professional funds available both within departments and through application from collegewide sources. Funding for tuition benefits for continuing education is available. Of note are two annual all college professional development days. This and other internal professional development offerings seem to be coordinated by cross functional committees. The Equity Task Force has elevated and coordinated significant collegewide training opportunities focused on equity, diversity and inclusion that, based on interviews and forums, have had an impact on staff growth and development. Human

Resources does not oversee staff professional development programming or measure its impact. And there seems a need for an administrative structure for staff development to assure quality and measurable impact of efforts. The proposed administrator position for EDI may present an opportunity in this area. Comments during the visit affirmed that the college is very responsive to overall employee training needs, as well professional growth and development.

Evidence presented in the self-study and interviews indicate that faculty and staff are actively engaged in institutional committees, service and leadership. Faculty are deeply involved with co-curricular activities and advising students, as well as engaging in community partnerships and collaborations that impact student learning and engagement.

Compliment: The college is complimented on their support for faculty engagement in service, student advising, scholarship, community relations, and related activities. A very high degree of enthusiasm for the mission of serving students in and out of the classroom was noted.

Faculty evaluation expectations and procedures are detailed in the faculty collective bargaining agreement. The full-time faculty evaluation process requires annual review for three years and then once every five years following tenure appointment. The process is detailed and involves several components including peer observation and review, self-evaluation/goal setting, and student evaluations from all courses taught during evaluation period. The part-time faculty evaluation process is referenced in the faculty agreement and includes the required evaluation time period, but is not well defined otherwise. The process defers to academic administrators to conduct and determine evaluation criteria. Faculty evaluations are overseen by the office of the Vice President of Academic Affairs, with no current involvement by Human Resources. Academic affairs leaders affirmed a 100% submission rate for full-time faculty evaluations and strong part-time faculty evaluation rates. Leadership acknowledged the need to improve the evaluation tracking system for part-time faculty and have already taken action to do so. Additionally, effort is being made to strengthen alignment of faculty evaluation with the college's adopted teaching effectiveness criteria. One example is adding additional questions related to these criteria on student course evaluations. (2.B.2, 2.B.3, 2.B.4, 2.B.5, 2.B.6)

Standard 2.C: Education Resources

Highline College offers Baccalaureate of Applied Science Degrees, Associate of Arts, Associate of Science and Associate of Applied Science degrees and certificates. A.A. degrees meet the requirements identified in the Direct Transfer Agreement of Washington. A.S. degrees are recognized by Inter-College Relations Commission.

Programs of study are described in the college catalog and on the college website and include clearly identifiable program learning outcomes. The multistep process of program development and approval that includes faculty, the department, Faculty Senate and the Vice President of Academic Affairs ensures appropriate content and rigor of degrees and certificate. (2.C.1)

Course Outcomes are included in course syllabi and published in the catalog. The most recent review found that course outcomes listed in course syllabi didn't match those published in the catalog in 35% of the cases. The college has taken steps to correct the situation and set a deadline of February 2021 to resolve the issue.

Course Learning Outcomes are maintained in Curriculog, a system that was implemented three years ago. Faculty is offered training and adequate support to write and assess measurable course outcomes. Program outcomes are available in the catalog and on the website. Course outcomes are mapped to program outcomes.

College-wide outcomes have recently been redesigned. The college has collaboratively developed six new Core Competencies. Core Competencies are published online and in the catalog. Course outcomes are also expected to be mapped to Core Competencies. (2.C.2)

Course learning outcomes are listed in course syllabi. Faculty assess course grades based upon approved learning outcomes. Robust and consistent process of course learning outcomes assessment ensure appropriate content and rigor. New courses and course learning outcomes are reviewed and approved by the Curriculum Approval Committee which is a faculty committee with administration representation. Highline College defines a credit hour in accordance to the Washington State Board for Community and Technical Colleges.

Degree requirements are carefully documented and available to students in the catalog and on the website. New degrees are developed by faculty, reviewed by the department, and recommended by Faculty Senate and Policy Development Council to Vice President of Academic Affairs for final approval. (2.C.3)

All degrees and credentials are awarded based on strictly specified requirements. Those requirements are published in the catalog and available on the website. Application for graduation is required. Highline College has clear requirements stated on the website for Selective Admission Programs. Admission Eligibility criteria for Applied Baccalaureate programs are also readily available on the website and in the catalog. Transfer degrees follow the structure recommended by the Washington's Inter-college Relations Commission. Highline College develops professional-technical degrees with input from business and industry professionals serving as members of program advisory committees. Paralegal, business and many other programs confirmed valuable input received on an ongoing basis from those committees. (2.C.4)

Compliment: The Evaluation Committee compliments Highline College for actively involving local businesses, industry professionals and community members to guide and support development and improvement of its programs.

Faculty play an instrumental role in developing, reviewing, revising and approving of the curriculum. Curriculum Approval Committee is a faculty committee with administration representation. It reviews and approves all courses.

Faculty also have a significant role in the selection and hiring of new faculty. At least 60 faculty members have served on the hiring committees of the 12 most recently hired faculty members. The contract with the faculty also guarantees faculty participation in the selection process.

Highline College has an active Assessment Committee that represents all divisions. It develops and guides assessment processes and offers support to faculty. Results of course outcomes assessment is stored in a homegrown system known as the Assessment Tool. There is evidence of consistent, effective assessment of course learning outcomes that led to improvements in courses, their structure and content and assessment practices.

Assessment of student learning at Program and Core Competency levels appears to be less developed. The change in curriculum software unexpectedly resulted in an inability to map course outcomes in an existing system. That required an urgent revision of the assessment process. Program Learning Outcome assessment appears to be emerging and its efficacy will need to be evaluated.

Assessment Committee has been developing a process for Core Competency assessment that is expected to be piloted this academic year. Many faculty outside of the Assessment Committee will need to be made aware of it and be trained. Being a new process in development there is no evidence yet of its effectiveness or its results being used to make improvements in teaching and learning. (2.C.5)

Compliment: The Evaluation Committee compliments Highline College for its commitment to learning assessment and long history of productive assessment at the course level.

Concern: The Evaluation Committee is concerned about the lack of an established college wide process for Core Competencies assessment. Discontinuation of the previous process and the time needed to develop and implement a new one have created a gap in student learning assessment at the college level. It may also be very challenging to roll out and train faculty on two new major processes such as program assessment (that includes Program Outcomes assessment) and Core Competency assessment at the same time.

Library and information resources are integrated into the learning process through the involvement of library faculty in the Curriculum Approval Council and through outreach and liaison work. Faculty librarians regularly collaborate with and provide support to subject area faculty to develop and embed information literacy skills into coursework.

Additionally, one of the college's recently established core competencies includes the ability to "develop information and visual literacy", which will allow for further integration of library and information resources into the learning process across the curriculum. (2.C.6)

Compliment: Overall, faculty librarians demonstrate a deep engagement in college-wide programs and services, including participation in the Guided Pathways initiative in order to ensure library and information resources are integrated into those programs.

The Prior Learning Assessment process at Highline College is guided by policies and procedures approved by the College's faculty senate, following the State of Washington's handbook on prior learning assessment. Credit is awarded only at the undergraduate level and is limited to a maximum of 25% of the credits needed for a degree. It is awarded only for documented student achievement equivalent to learning for courses within the college's regular curricular offerings. It is assessed for credit by appropriately qualified teaching faculty. Credit offered may not duplicate other credit awarded and the college makes no assurances regarding how many credits may be earned through the portfolio process prior to a review of the portfolio. (2.C.7)

The organization of General Education courses at Highline College follows a traditional distribution model. The outcomes are clearly stated in the catalog. The college uses its core competencies as the General Education outcomes. A revised general education outcomes assessment process was approved by the Faculty Senate in March 2020. The college is encouraged to continue to work with NILOA and other national experts as it strengthens its assessment process through such techniques as assignment charrettes and student assignment sampling, recognizing student success rates do not equal proof of student learning.

Programs with professional accreditation standards are further ahead in understanding and using the assessment process for continuous improvement than the General Education courses and transfer degrees. (2.C.8, 2.C.9, 2.C.10)

Faculty in the professional-technical programs at Highline College have mapped the related instruction outcomes to their degree or certificate outcomes and then to the college-wide outcomes. These outcomes are stated in the catalog and course syllabi. The BAS programs used backward design to determine which related instruction courses to include in their programs, starting with their program outcomes and then examining the outcomes of the related instruction courses. In some cases, 300-level courses were created to meet the needs of the BAS programs. The BAS program directors work with the related instruction departments and faculty on scheduling and course content to meet the students' needs.

As the college continues to strengthen its assessment process and to use data to make decisions to improve instruction, both qualitative and quantitative data will provide insight for making decisions and changes. (2.C.11)

Highline College does not offer graduate programs. (2.C.12-15)

Credit and non-credit continuing education programs and other special programs are related to disciplines and subject areas at Highline College and are compatible with the institution's mission and goals. (2.C.16)

Continuing education is a self-supporting unit within the college that is fully integrated into the academic and governance structures of the college. The Director of Continuing Education reports to the Dean for Organizational Development and Extended Learning and sits on the Vice President for Academic Affairs' Deans and Directors Leadership Team. Often non-credit continuing education courses and CEUs are taught by Highline College faculty. In other cases,

faculty hiring follows the practices common to the department involved. Credit courses are developed and updated according to college guidelines for all credit-bearing courses. (2.C.17)

The granting of credit or Continuing Education Units (CEUs) for continuing education is guided by norms common to institutions of higher education, follows Highline College's mission and policies, is consistent across the college, and is appropriate to course objectives and determined by achievement of student learning outcomes. (2.C.18)

Highline College's Continuing Education department maintains records of quarterly catalogs and class offerings, and student enrollment in continuing education or CEUs is tracked in the college's student management system. (2.C.19)

Standard 2.D: Student Support Resources

Based on the self-study, supporting documentation, interviews and forums, the Committee affirmed that the college provides comprehensive services and programming to support effective learning environments. The college's ability to pivot and continue providing high quality services and support remotely due to the COVID-19 pandemic is commendable. A significant current opportunity and challenge facing Highline College student services – along with most other college functions – is the implementation of their new statewide enterprise system, CTC Links. It was noted frequently during the college visit that this activity will necessarily take priority over some other important initiatives, but will also present opportunities for enhancing work efficiencies and improving service and responsiveness to students.

The student services division went through a significant administrative reorganization during the past couple of years that appears to have resulted in improved alignment, clarity and synergies among functional areas. The college provided multiple examples of services and programming that reflect the needs of their extremely diverse community – over two thirds of students identify as people of color – across five major categories of service: population specific services, academic supports, student engagement, enrollment services, and student funding services.

Compliment: The college is complimented on its decision and action to restructure the student services division with a priority on alignment of functional affinities and strengthening integration of services and support for all (credit and non-credit) of its diverse community. The particular emphasis on a holistic approach to "funding services" designed to maximize access for students to multiple funding streams to address cost of attendance, basic needs and emergency aid is particularly noteworthy during this time period.

While there were many examples of service and program specific surveys and evaluations within some departments, an overall cohesive, formalized and documented assessment and process improvement practice was not evident in the student services division. Inputs identified include access to institutional effectiveness level data (such as CCSSE), quarterly student services feedback surveys, and external evaluation/research reports provided by external entities and tied to specially funded activities. Grant funded programs, such as TRIO, have well

defined metrics and evaluation systems tied to program objectives. Additional examples of data analysis were cited in conjunction with specific initiatives, such as the multiple measures system for course placement. The student services leadership team affirmed that program level review and a formal continuous improvement process is needed and that initial work in this area has started. (2.D.1)

Concern: Student Services is encouraged to establish a comprehensive planning and assessment practice which ties to institutional planning/priorities and serves to support continuous process improvement, prioritization of activities, resource allocation decisions, and institutional level achievement indicators.

Under the direction of the Department of Public Safety/Administrative Services, the college appears to maintain a strong system of safety and security, including emergency preparedness management. The unit is appropriately staffed and highly accessible. They maintain relationships and work collaboratively with local law enforcement and require comprehensive Security Officer Training for staff. They are in compliance with required Clery Act reporting and crime statistic disclosures. They engage a broad group of internal stakeholders through their Clery Compliance Committee and cite numerous partnerships and training opportunities across the college to advance crime prevention, emergency preparedness, emergency response, and access to services and support for the diverse Highline community. They appear to have strong emergency alert and timely warning systems in place, as well as a comprehensive Emergency Operations Plan. (2.D.2)

Aligned with its open-access mission, the college recruits and supports enrollment of all students who can benefit from its educational offerings. Recruitment and outreach services are under the direction of Institutional Advancement, which partners closely with both student services and academic partners to maintain accurate publications and materials. Admissions and enrollment policies and procedures are well communicated through the college website under the direction of the Admissions department. Entry requirements are clearly communicated, including specific course prerequisites and methods for meeting placement requirements using a multiple measures approach. The college has been developing a guided pathways model over the past few years as part of their statewide and nationally supported (Achieving the Dream) movement to improve student outcomes. As a result, specific academic program options are nicely laid out and navigable online within the six "Highline Pathways," including specific degree, certificate, non-credit training, and transfer opportunities and requirements. All students new to college are required to participate in a two-hour orientation covering topics such as program options, steps to enrollment, college success skills, and academic planning. The Advising Center tracks program changes and disseminates updates to advisors and students as needed. (2.D.3)

Program eliminations were noted as "rare" by the college; however, the committee affirms that the college has appropriate guidelines in place to teach out and support student completion of terminated programs within a normal completion timeframe. Students are also informed of significant program changes during their enrollment period and provided opportunity to finish under original or updated requirements. (2.D.4)

A review of the online college catalog and website confirmed that Highline College provides all appropriate information related to the college and its personnel, critical policies, requirements, academic programs, academic calendar, rights and responsibilities, cost of attendance, and financial aid and other funding options in alignment with NWCCU standards. (2.D.5)

A scan of academic program catalog pages revealed some licensure, employment eligibility and advancement requirements in an "important notes" section. The college is encouraged to ensure all programs within the catalog contain this information so it is clear to prospective and current students. (2.D.6)

The college's Registration and Records department maintains a reliable and secure system of student records. The Washington State Board for Community and Technical Colleges backs up student data daily and extracts records on a quarterly and annual basis, following state records retention schedule and procedures. The college maintains confidentiality of records as required under FERPA guidelines and students are made aware of their rights through the catalog and Registration and Records webpage. Interviews additionally confirmed that all necessary employees receive FERPA training. (2.D.7)

The self-study and interviews confirmed that the college provides a comprehensive financial aid program consistent with its institutional mission. Information regarding financial aid and subsequent loan repayment obligations are published in the college catalog and on the website. Financial Aid staff provide support to students and students are required to complete federal loan counseling. The institution monitors its student loan programs and loan default rates, as required. The college notes that their service region experiences high rates of poverty and unemployment and thus, they have taken an assertive approach to normalizing and destigmatizing the need for financial assistance. (2.D.8, 2.D.9)

Compliment: The college is complimented on its targeted efforts to maximize all potential sources of funding for students to cover the true cost of college attendance, including individualized support for accessing financial aid, veterans benefits, federal/state benefits, emergency aid and food/housing support. Innovative programming and partnerships with state agencies and community partners have resulted in impactful programming such as the Benefits Hub, the Student Support Center, WorkFirst, the WISH program, and the Community Pantry.

The academic advisement system at Highline College is a joint responsibility of Student Services and Academic Affairs and has received a great deal of investment and support for the past four years. As a result of a cross-divisional Advising Taskforce, that later became the college's Advising Council, a reformed four phase advising model was recently introduced to the college and is in the process of being fully implemented. This priority directly supports the college's Guided Pathways work plan, as well as multiple core theme objectives, and is designed to support students along their entire educational journey. Multiple types of advising (placement, career exploration, pathway, graduation) are provided by both professional and faculty advisors. Additional advising personnel have been hired, including a new faculty advising manager. Advising responsibilities are included in workload agreements within the faculty contract. New faculty advising tools have been developed and enhanced training has been offered in partnership with the Learning and Teaching Center. Regular training and

professional development is offered for all advisors. Additional individualized high-touch advising occurs within special cohort programs at the college. There is an advising statement published in College Policies and Procedures in the catalog that identifies the services and shared responsibilities between advisor and student. The college also has an online degree audit tool for students. Advising is not generally mandated for students although this is in their implementation plan. The college's Academic Standards Policy does require an advising intervention for students who earn below a 2.0 GPA. This intervention was identified as an indicator of success for the provision of effective support for students in support of Core Theme 1, Objective 2. The benchmark associated with this indicator has not been consistently met and student services leadership has identified the goal of utilizing additional assessment methods to analyze impact of this intervention. (2.D.10)

The college provides well organized and supported co-curricular programming under the guidance of the Center for Leadership and Service. Activities align with and support multiple college core themes and priorities related to student engagement for a meaningful educational experience (Core Theme 1) and advancement of diversity and global initiatives (Core Theme 2). They offer a wide variety of student fee funded programs such as clubs, publications, athletics, and diversity and global initiatives. The Associated Students of Highline College allocate student activity fee funds, provide leadership and involvement opportunities for students and advocate on behalf of all enrolled students. Interviews affirmed that student leaders believe they have a voice in college governance and decision making and they have great pride in their institution. Interviews with faculty and staff reflected a high degree of involvement and support for student co-curricular programming. (2.D.11)

The college operates a bookstore and a conference/events services unit that coordinates use and rental of college spaces for non-academic purposes. Both food services and college housing have contracted management. These auxiliary service departments employ a number of students, as well as contribute to various core theme objectives related to community connections, student engagement, access and affordability, sustainability, and diversity and inclusion. Students and staff have input related to these services through direct access to management, inclusion in contract renegotiations and a cross-departmental Student Housing Committee. (2.D.12)

The college offers eight athletic programs under the direction of an Athletic Director and which are governed by the Northwest Athletic Conference (NWAC) and the National Junior College Athletic Association. The athletic scholarship policy exceeds the requirements of both associations. The self-study and documentation verify that student athletes and students involved in other co-curricular programs are held to the same standards for admissions, academic progress, degree requirements and financial aid as other students. (2.D.13)

For distance learning students, the college uses an activation code provided at time of admission to initiate student access to and creation of an account in Canvas, its distance education Learning Management System. This account then becomes the identity authenticator for future interactions with the learning environment. Security questions and identity verification measures are used for ongoing access to online courses. Additionally, the college's Learning and Teaching Center and Educational Technology unit support faculty with

developing practices for online course assessments that help verify identity. There are no fees assessed for online course accounts. (2.D.14)

Standard 2.E: Library and Information Resources

The library provides sufficient and appropriate resources to support the college's mission, core themes, programs, and services. Access to resources are available via the library website and library staff regularly review the usage of these resources and their ease of accessibility. The Library Director, library faculty, and library staff work together with campus stakeholders and the Curriculum Approval Committee to coordinate the acquisition of print and electronic resources to meet the college's needs.

Of note, the library is open seven days a week, for a total of 84 hours (notwithstanding the COVID-19 pandemic). This provides students with essential access to computers, the internet, and library resources and help, and gives students the opportunity to easily connect with other student support services, such as tutoring.
upport to students via the library's website and online tools.

The library successfully migrated to a new integrated library system (ILS) in 2016 that enables easier sharing of and searching for print and electronic resources. The new ILS also provides the ability to track collection usage (e.g. circulation, course reserves) in order for library faculty and staff to make data-informed decisions around collection development. Last, with the new ILS, the library's technical services staff are now able to easily collaborate with similar staff at other Washington community colleges to develop improved technological access to library resources. (2.E.1)

The Library Director, library management team, and library faculty regularly meet to review library services, including circulation and electronic usage statistics, student feedback surveys, institutional surveys, and reference interactions to make planning decisions about the curation and provision of library resources and services.

The library management team also meets yearly to discuss budget needs and annual goals for the library. Finally, the library's Data Acquisitions Team (DAT) created a rubric to assess usage and cost data of electronic resources, as well as the accessibility of those resources. This rubric aids in the planning and decision-making for sustaining or eliminating library resources. (2.E.2)

Compliment: In a recent survey of Perkins students, the library was named as one of the top three services (along with advising and financial aid) that supported their success at Highline.

The faculty librarians adequately provide information literacy instruction via library sessions, information literacy modules in Canvas, and reference interactions. The faculty librarians maintain shared lesson plan documentation for information literacy instruction sessions and have engaged in multiple grant-funded projects to assess the information literacy needs of students and faculty.

Library faculty and staff regularly provide faculty, staff, and students with training on Open Educational Resources (OER), copyright, equitable access issues, and more, through in-person and online sessions and through robust online library guides (known as LibGuides). (2.E.3)

Compliment: The online information literacy modules in Canvas, which were developed by faculty librarians following a grant-funded assessment project, have provided essential information literacy teaching tools for faculty to use with students during the COVID-19 pandemic.

Compliment: The library's partnership with the Educational Technology department to form the OER Team, which supports faculty in the development or adoption of OER in their coursework, demonstrates a strong commitment to student learning success and to faculty engagement in the use of no- or low-cost educational resources for students.

Concern: While faculty librarians conduct assessment of their for-credit library courses (using the college's Assessment Tool) and librarian-led information literacy instruction sessions (known as one-shots), involvement of faculty librarians in the assessment of the core competency around information literacy is less established and structured.

The library regularly evaluates the adequacy, utilization, and security of library information services. The library's Database Analysis Team (DAT) uses a rubric for reviewing its database subscriptions usage and cost in order to make data-driven decisions about electronic resources needs. The library also follows national guidelines regarding intellectual freedom and patron privacy rights, which are in alignment with the college's administrative code (WAC 1321-168A). (2.E.4)

Concern: The lack of consistent documentation demonstrating the assessment of library services and how that assessment data informs continuous improvement of and planning for library services.

Standard 2.F: Financial Resources

Highline College provides a transparent approach to their current budget and financial situation. The college demonstrates financial stability with sufficient cash flow and reserves to support its programs and services. Since 2015-16 the college has consistently underspent their budget. The college has set aside 10% of operating budget in reserve and maintains separate reserves for both capital improvements and litigation contingencies. Revenues come from the following sources: state funds, tuition, Running Start concurrent enrollment program, international students, grants and contracts, student fees, interest and investments, auxiliary services including the bookstore, parking, and general auxiliary services.

The college has fluctuations in enrollments that do affect tuition revenues resulting in a $3.4 million budget shortfall for Fiscal year 20-21. However, the college administration operates and budgets conservatively to ensure long-term financial sustainability. Nevertheless, enrollments have had a steady decline over the last 3 years, with an approximate 800 FTE student decline from 2018-19 to 2019-20.

Also, for the 2020-21 fiscal year, the college received a 15% state budget cut or $4.8 million. The college administration is uncertain whether this is an ongoing or one-time reduction. Together with the tuition shortfall the total shortfall is $8.2 million. To help the administration manage the budget reduction, they created a Budget Advisory Committee which has provided inclusive input in the reduction process. Two of the guiding principles for the budget reduction are: maintaining the commitment to closing equity gaps and increasing student completion rates, and, making the current year reductions as temporary budget adjustments when possible. The college reports utilizing a hiring freeze, reducing travel, and reducing course sections for the tuition budget shortfall. For the state budget cut they plan to reduce hourly employment, reduce the instructional budget, and implement 8 furlough days for those earning more than $40,000 annually; those making less than $40,000 will have 4 furlough days. The college also plans to use reserve funds and stimulus grants.

The institution demonstrates fiscal responsibility. There are quarterly reports from the finance office to the executive cabinet providing a monitoring function of the fiscal situation of the college. They have two debt service obligations and Highline demonstrates they have adequate funds in the operating budget to cover these obligations. (2.F.1)

Concern: Highline College has been significantly impacted by declining enrollments prior to the pandemic and further due to the pandemic. The leadership has been transparent about the budget shortfalls, but the uncertainties of future funding create budget and planning difficulties. Another potential concern for the college is using local funds for operational needs. This has worked in the short-term, but any individuals paid from local monies do not receive state funds for compensation increases. This puts a strain on institutional resources to cover those compensation increase costs.

Highline College uses an incremental and realistic budgeting process. The college demonstrates a thorough and involved budgeting process with the campus community. The institution begins the budget process for the next fiscal year during Winter Quarter and any person or department can submit requests to the respective Executive Cabinet member for review and prioritization by April 24th.

Though tuition shortfalls impact the budget planning process, the college demonstrates fiscal conservativeness in its approach to budgeting which helps manage the revenue declines. Tuition rate increases are set uniformly across all community colleges by the State Board. This process does maintain equity, but limits tuition as an option for remedying budgetary needs.

International student revenue has been declining, but the Running Start program provides valuable income for the college. Highline reports having one of the largest Running Start programs in the State of Washington.

Grants and fundraising through the Foundation are important aspects of resource planning and development. In both cases, they represent an integral part of the college's finances, however, they are restricted and cannot support regular operations. (2.F.2)

Compliment: Highline College provides a transparent and communicative culture in its budgeting process. The recent creation of the Budgetary Advisory Committee has benefitted the college with better communication and increased representation during difficult budgetary times due to the Covid-19 pandemic.

Concern: Highline College has an expired strategic plan. The strategic plan should guide resource planning and development. While the campus community supports the various goal achievements, there seems to be a lack of cohesion and guided direction on future planning.

Highline follows its policies, guidelines, and processes for financial planning and budget development in a collaborative manner and style. During the budget process, there are opportunities for participation by the campus community.

The budgetary planning process prioritizes inclusivity, transparency, and financial sustainability. The process also prioritizes focus on student success, including the following: enrollment, persistence, and completion. The newly created Budgetary Advisory Council provides helpful feedback to the executive cabinet and to their constituencies about the college budget process. During the process of the accreditation visit, many positive comments were shared regarding the transparent budgeting process. (2.F.3)

Highline uses the Financial Management System for timely and accurate information. They demonstrate adequate internal controls. Also, as a state entity, Highline College maintains compliance with all applicable requirements, professional standards, and Generally Accepted Accounting Principles (GAAP).

The Financial Services Department conducts annual risk assessments of all major college departments. Also, Highline is audited annually by the Washington State Auditors. There have been no material findings over the past three years.

Procurement follows statutory guidance of the State of Washington. By state regulation, all purchases over $10,000 must be competitively solicited. Expenditures require approval by a vice president. Highline reports that all purchasing documents are reviewed. (2.F.4)

Highline College follows the guidelines of the Washington State Board for Community and Technical Colleges. Biennially, the college participates in a facilities condition survey. This survey provides the basis for state funding for repairs, minor projects, and maintenance.

Major renovations and new construction projects are submitted as part of the biennial capital budget request and are in accordance with the Master Plan. Highline has two major construction projects in which it makes debt-service payments. The revenue streams for the debt-service payment are adequate. Highline reports the most recent Master Plan was completed in 2016. As part of standard 2.G.3, there is concern for the outdated Master Plan. The institution plans to update their strategic and master plans for the next accreditation cycle. (2.F.5)

Highline operates four auxiliary enterprise entities: Bookstore, Conference & Event Services, Food Services, and Student Housing. The college demonstrates that the auxiliaries are self-

sustaining and maintain accounting in separate funds. Food Services were outsourced in 2015, and due to the Covid-19 campus closure in 2020, that contract has ended. The college is in the process of finding a new provider. (2.F.6)

Highline receives an external financial audit from the Washington State Auditor's Office. The audit is performed in a timely manner. Also, there have been no significant material findings in the financial audits. The audit findings are discussed with the college leadership and recommendations and action items are addressed. (2.F.7)

The Highline College Foundation is a separate 501 (c)(3) non-profit corporation established in 2015. The Foundation is empowered to solicit and receive contributions, grants, gifts and property and to make contributions, gifts, and transfer of property to the institution. These gifts and contributions provide scholarships to students who might not otherwise have access to higher education, as well as assist the college in its efforts to provide a higher quality education through other capital and non-capital fund-raising activities.

The Foundation's financials appear strong without indication of anything concerning from a budgetary standpoint. It maintains accounting records in compliance with all applicable requirements, professional standards, and Generally Accepted Accounting Principles (GAAP). Also, the Foundation is audited by an independent firm. The audit opinion states that the financial statements present fairly. The Foundation's audited financial statements report they diversify their holdings and have no significant credit-related losses. In addition, the Foundation College Agreement permits the President of the College, VP for Administration, or the President's designee to inspect and examine all the Foundation books, accounts, and records. (2.F.8)

Standard 2.G: Physical and Technological Infrastructure

The Facilities mission statement is to optimize productivity by creating sustainable, accessible, safe, cost efficient work and learning environments. One of the major difficulties Highline College has is dealing with the aging infrastructure. In discussion with the VP for Administrative Services, roughly two-thirds of their campus buildings were built in the 1950s and 60s and many are not built to sustain large earthquakes. They report that they have been creative to maintain the buildings; however, there are long-term sustainability concerns that the administration shared.

Highline College administration reports that due to the competition for state resources, they receive one new building every 10 years. The amount they receive for capital improvement funds from the state cannot sustain the amount of repair and remodel work that needs to be done long-term. Highline College's Facilities Team try to do the best they can with the resources they have. Operationally, they strive to make the campus welcoming to all. They maintain a work order form process on their webpage that seems straight forward and easy to use. The college also has a facilities condition review performed annually by the State Board of Community and Technical Colleges (SBCTC). Oversight provided by state agencies gives assurance that facilities are adequately maintained. Also, the College's policies support and accommodate students with disabilities.

Highline College provides a list of recently completed projects. This approach is transparent to the repair and remodel project process. This communication should be commended. However, the master plan is not current, and some of the completed projects still appear on the 2016 master plan. This concern is further addressed under 2.G.3. (2.G.1)

Policies and Procedures for Hazardous Materials

The college maintains guidance of dealing with hazardous materials on their Administrative Services/Facilities web page. The regulations of how to handle hazardous materials are directed to the State Dangerous Waste Regulations, but with no link. There is a link to the Central Services manager. While Highline meets the standard, an internet link to the regulations would be helpful. (2.G.2)

The college master plan is not current and was last updated in 2016. The lack of a current master plan, coupled with some of the concerns with the sustainability and maintenance of the current facilities, are issues. Highline College's master plan says that it helps drive future direction and resources for the college which would warrant the plan being updated.

The goals and objectives of the college's master plan appear to be addressed but some campus employees expressed concern for the long-term sustainability of some facilities to meet the future technology and educational needs. These are areas that can be addressed in future planning cycles.

Also, the master plan indicates that there are numerous small buildings that are inadequate for space as well as are inefficient for energy and use for modern classrooms. There is an indication that campus infrastructure and building systems will require increased maintenance funding or be replaced. In the mid-cycle review report, Core Theme 4, Facilities, it reads, "it is increasingly clear that the legislative allocations will fail to keep up with the campus's aging infrastructure and facilities' needs." This issue still needs addressing. VP Pham shared that they receive a new state-funded building every 10 years and that timeframe will not meet the larger need. (2.G.3)

Concern: Highline College's master plan is not current. Some of the "to do" projects listed are now completed, and administrators shared that other priorities have since taken place. In the mid-year cycle accreditation report, facilities infrastructure was listed also as a concern.

The college provides sound processes for replacement and upkeep of equipment. There are budgetary constraints; however, this is a high priority for funding. (2.G.4)

Highline College's Information Technology Services (ITS) strategic plan demonstrates their proactive approach to resourcing technology. ITS's plan is customer-focused with emphasis on data security and reliability as well as access to emerging technologies. Striving for efficiencies is another key aspect of their strategy.

ITS demonstrates the challenge of moving from delivering technologies to adopting the role of strategic and transforming partner in the institution. This includes significant input from the

campus community and college divisions. ITS supports and encourages its employees in updating their skills.

The goals of an established data governance structure as well as engaging with the campus community in analyzing campus technology needs is commendable. They work within the system of community colleges and the transition to ctcLink, which plans for process improvement and effective use of college data. This transition requires a good share of ITS's time and staffing.

The college's ITS strategic plan is commendable. ITS has shown a desired approach to transparency and seeking process improvement. There is strong emphasis on customer service. (2.G.5)

Compliment: Highline College's ITS team demonstrated strong strategic planning ideas as well as concentrated efforts to help students be successful. ITS exudes strong customer service attributes.

2.G.6 Highline consults with academic units for their IT requirements and needs. The institution provides appropriate support for faculty, staff, students, and administrators in the effective use of technology and technology systems related to its programs, services, and institutional operations. They offer a variety of contact methods to suit customers' needs.

One of the goals and objectives is to provide quality, standardized, up-to-date classroom teaching environments and supporting the adoption of innovative classroom technologies. Budgetary constraints are a challenge, but both Facilities and ITS departments have a common focus and dedicate resources for this area. (2.G.6)

ITS's current strategic plan is for 2019-2021. It is driven by their mission and vision statements. The emphasis is on data security and reliability as well as efficient and accessible technologies. Technology infrastructure planning appears to have clear direction moving forward. There is evidence of involvement of academic and administrative units, executive leadership, and governance committees. They demonstrate strong goals and objectives in which to strive and achieve. (2.G.7)

Highline regularly reviews their technology update and replacement plan. ITS's goals of continually assessing, updating, and replacing software and hardware appear to be followed. The college's current replacement plan is 5 years for classroom and lab computers; 4 years for faculty and staff. Highline also demonstrates future planning for future capacity and needs.

As part of their planning processes, they aim to develop strategies for long-term data storage and security. Utilizing cloud services helps provide data access. They are currently working with the state system to implement ctcLink which will improve capabilities for future software compatibilities to assist the college to improve processes and student success outcomes. (2.G.8)

Standard 3A: Institutional Planning

With new leadership in place and operational, service, and educational systems stablizing after the initial responses to COVID-19, Highline College is poised to move effectively into the next evaluation cycle. As the college notes in its analysis of Standard 3, areas identified as Comprehensive Planning, Plans Implemented, Informed by Assessment Data, Planning Guides Resource Allocation are classified as emerging activities, and Ongoing Planning and Broad-based Participation are minimally developed. Evidence suggests that all these emerging and minimally developed initiatives have plans for improvement and are a prime focus moving forward.

Compliment: Highline College is to be congratulated on a candid assessment of its strengths and challenges and for beginning to develop plans for improvement.

Standard 4: Core Theme Planning (3B), Assessment (4A), and Improvement (4B)

Executive Summary

Evaluators found evidence that while Highline College identifies and publishes the expected learning outcomes for its degree and certificate programs, and while the institution engages in assessment to validate student achievement of learning outcomes, there is uneven application across programs. There is evidence to suggest the college uses evaluation and planning procedures as assessment of college-wide achievement of its mission and core themes and subsequently uses the results of assessment to effect institutional improvement, and periodically publishes the results to its constituencies. (ER 22, ER 23)

Standards 3B, 4A, and 4B as they relate to each respective core theme

Core Theme 1: Promote Student Engagement, Learning, and Achievement

Planning for Core Theme 1 is consistent with the institution's comprehensive plan and guides the selection of programs and services, and the contributing components of those programs and services, to ensure they are aligned with and contribute to accomplishment of the core theme's objectives. Core theme planning for Core Theme 1 is informed, in part, by the collection of appropriately defined data. Some of the measures of indicators for Core Theme 1 are obsolete or do not reflect the current systems or processes at Highline College.

The evaluator is concerned that Core Theme 1 indicators and measures have not been appropriately updated, for instance where data is no longer available from CSSE to support a measure or where the college has accomplished significant work in assessment that is not reflected in the data it intends to gather related to mission fulfillment (2010 Standard 3.B.3).

Data for Core Theme 1 objectives are gathered, analyzed and the resulting assessment used for improvement. For instance, responding to several years when Highline College did not meet an indicator for Core Theme 1, Objective 3: "Advanced Basic Skills students will transition from

non-credit to college level courses," Highline College invested in a program manager for the Learning and Teaching Center to promote best practices in engaging students in meaningful learning. Highline College also created and staffed a Transition Success Center coordinator and hired a Dean for College and Career Readiness, using its assessment of Core Theme 1, Objective 3 to guide decision-making and resource allocation.

Planning for some programs and services is informed by the collection of appropriately defined data that are used to evaluate achievement of the goals or intended outcomes of those programs and services. For instance, data regarding pass rates for Math, the ability of ESL students to transition to college-level math, and the completion of Math requirements within a student's first year were all analyzed to determine that work was needed to help students succeed in college Math. In this example, Highline College formed a multi-disciplinary Math Attainment Committee that accomplished changes in pre-college Math courses, developed ways to advise students in existing classes about the importance of Math for their goals, and communicated a college-wide campaign to encourage students to complete Math courses in their first year.

Compliment: Highline College is complimented for its use of data to make improvements to its Transitions program and Math curriculum that support the college's dedication to equity.

However, other examples, such as the latest academic planning document made available to the Evaluation Committee, do not reference how the evaluation of goals is informed by data. It was reported to the evaluator that Highline College is making strides towards a fully developed culture of evidence and inquiry, but still has much to accomplish in the systematic use of data.

Concern: The use of data is not consistent across programs and services that support the achievement of Core Theme 1 objectives (2010 Standard 4.A.2).

Highline College documents, through a regular system of assessment of student achievement, that students who complete its educational courses, programs, and degrees, wherever offered and however delivered, achieve identified course, program, and degree learning outcomes. Over the previous year, through its faculty-led Assessment Committee, the college has engaged in a review of its processes for assessing program learning outcomes, including outcomes related to disciplines that are not professional-technical. It has also revised its college-wide outcomes, now called core competencies, and is engaged in professional development activities for faculty regarding best practices in assessment, including the use of rubrics and ensuring inter-rater reliability.

Compliment: The Assessment Committee, academic leadership, and faculty for its enthusiasm in working towards best practice assessment, for example, through the adoption of American Association of Colleges and Universities' VALUE rubrics or using the National Institute of Learning Outcomes Assessment transparency framework for creating assignments.

However, Highline College has not demonstrated that its assessment of student learning is consistently effective or comprehensive. The college recognizes that, despite its accomplishments, improvements can be made in collection of learning assessment data, its

consistent use to inform program and services, and documentation and re-evaluation of changes made in order to continue the assessment cycle.

Concern: Highline College is not consistent in effectively or comprehensively evaluating student achievement based on the assessment of program or degree outcomes, nor does the college consistently use assessment to improve academic or learning-support services to enhance student achievement (2010 Standards 4.A.3; 4.B.2)

The college has not recently engaged in a strategic planning process. It currently relies on its core themes to guide strategic decisions. In addition, it has not recently reviewed its core themes for possible revision through an inclusive, comprehensive process. The college has not demonstrated that it engages in holistic evaluation of planning due to its lack of current strategic documents and inconsistencies in program and services planning.

Concern: There is not a current institutional strategic document or process that guides Highline College's planning. (2010 Standards 4.A.4; 4.A.5.

Core Theme 2: Integrate and Institutionalize Diversity and Globalism throughout the College

Planning for Core Theme 2 programs and services guides the selection of initiatives, programs and services to ensure they are aligned with and contribute to achievement of the goals or intended outcomes of the respective programs and services. Data collection is analyzed and used to evaluate accomplishment of core theme objectives. Where the college determines the measures and objectives are "narrow" or insufficient, there is evidence new programs ranging from internal work to outside presentations are implemented. (3.B.2, 3.B.3)

In the context of Core Theme 2, Highline College collects and analyzes meaningful, assessable, and verifiable data, quantitative and/or qualitative, as appropriate to its indicators of achievement, as the basis for evaluating the accomplishment of its core theme objectives. The college is also candid in its assessment of the efficacy of the results, and where necessary, there have been attempts to bolster usable information to more fully explore a measure. One example of the recent (2020) completion of the campus's Racial Equity Resource Tool. Another is adding a director position for the self-sustaining, one-stop Support Center in 2020. (4.A.1, 4.B.1)

Compliment: The college is to be commended for its ongoing and serious focus on equity and inclusion. The college actively engages faculty, staff, students, and community.

Core Theme 3: Build Valuable Relationships and Establish a Meaningful Presence within Highline College's Communities

Highline College's Core Theme 3 supports the college's mission statement, directly reflecting the phrase "sustains relationships within its communities." The institution actively seeks data related to this theme through the Community Perception Survey, a tool administered through a professional firm every seven years to measure community awareness of the college. The college has reached its goal of an 80% awareness level in the past two surveys. Because the community knows the college, the college is able to establish meaningful partnerships with community

groups and provide services to meet identified community needs. Examples of such partnerships abound; several are listed below:

- While in School (WISH) housing vouchers through a variety of partners including Neighborhood House and King County Housing Authority
- Transit expansion and roadway redesign in conjunction with transit and city officials
- Welcome Back Center to help internally trained professionals return to their chosen careers
- A new hub in Federal Way to provide coursework by working with the University of Washington Tacoma, Federal Way Public Schools, and the City of Federal Way
- The White Center, which offers office skills and early childhood education (in Somali and English) courses, in partnership with the YWCA Learning Center
- English and GED-preparation courses held at libraries, apartment complexes, schools, and other community sites through the college's English Language for Career and Academic Prep (ELCAP) department
- United Way Vista coaches and AmeriCorps volunteers, including United Way co-funding a program assistant for the Workforce Program Manager
- COVID response work with the Washington State Public Health department
- Professional-technical advisory committees for the college's programs

In addition, the institution reaches out to the community in general through its Continuing Education department, offering professional development, personal enrichment, and customized training courses. The Conference and Event Services department directly supports Core Theme 3 by providing rental space to groups and individuals in the community, bringing the community to campus. The Institutional Advancement department strives to build relationships within the community in a variety of ways, including hosting specific community events such as La Conferencia, Young Educated Ladies Leading (YELL), and the Black and Brown Male Youth Summit. The college also collaborates with surrounding school districts.

The college's commitment to upholding Core Theme 3 is further evidenced by its resource allocation and prioritization process. Consideration of the theme is specifically listed in two of the college's mission fulfillment improvement goals with administrators tasked to oversee the work. In 2016, funds were allocated to create a Dean for Extended Learning position with staff support. The recent reorganization of Academic Affairs created a Dean for College & Career Readiness. According to those interviewed, this new dean position gives ELCAP a voice on campus. Being included in the college's decision-making is important as one-third of Highline College's students are served through ELCAP as non-credit bearing students. ELCAP works to prepare and transition those students into credit-bearing courses and the community workforce.

There appears to be a strong awareness across campus of Core Theme 3, with many departments working together to make Highline College a part of the community and to serve that community through strong partnerships. Although many faculty reported being involved in the community through boards, professional associations, advisory councils, and volunteer efforts, if Highline College wanted to formalize an expectation of community involvement, it could be defined specifically as part of the "Service" requirement in faculty evaluations; however, that does not seem necessary as involvement in the community seems to be part of the campus culture. Staff also reported many instances of community involvement.

Students also discussed opportunities to become involved in the community through service learning. Some programs embed internships; however, more of such opportunities could be made available to students as the college moves to exploring how High Impact Practices can be incorporated into instruction across campus.

Core Theme 4: Model Sustainability in Human Resources, Operations, and Teaching and Learning

In terms of planning, there is evidence that Highline College attempts to align its work with Core Themes. Highline College has initiatives and projects aligned with this Core Theme. Clearly Highline keeps in mind its Core Themes when new projects are discussed and implemented. However evident lack of long term planning in many areas of the college creates a concern for the ability of the college to effectively reach its objectives. Employees were oftentimes unable to produce documented goals beyond one year.

Regarding assessment, there is evidence that Core Theme Sustainability indicators assessment is systematic, ongoing and verifiable. Currently there are no objectives associated with sustainability in teaching and learning and therefore no assessment is done for that part of the Core Theme. The Mission Fulfillment Report informs the college on its efforts to meet objectives. Results are published annually and reviewed by the college. Faculty and staff are familiar with the Mission Fulfillment Report. Objectives themselves oftentimes do not reflect the breadth of work; they may not have been revised in a timely manner to adequately reflect current initiatives and priorities.

There is evidence that results guide decision making and resource allocation. The college has experienced a difficulty meeting targets for Objective 1 (The college recruits, retains and develops a highly qualified workforce). In response salary schedules were revised, the system of employee review was revamped, and faculty professional development allocation was doubled, and more ways to improve climate morale are being considered.

Compliment: The Evaluation Committee compliments Highline College for building a solid foundation for core theme assessment. There is a well-established process for ongoing assessment, publishing, distributing and analyzing results.

Compliment: The Evaluation Committee compliments Highline College for collegiality and transparency in its decision making process. This has clearly helped to sustain staff morale in this challenging environment and address human resources sustainability priorities.

Compliment: : The Evaluation Committee compliments Highline College for its commitment to fiscal responsibility throughout the years that is a key to its financial sustainability.

Concern: The Evaluation Committee is concerned about the College's ability to effectively plan and allocate its resources and capacity without timely revision of its objectives and benchmarks, and updating its strategic plan.

Standard 5: Mission Fulfillment, Adaptation, Sustainability

There is evidence that Highline College's operational scale (e.g., enrollment, human and financial resources and institutional infrastructure) is sufficient to fulfill its mission and achieve its core themes in the present and most likely will be sufficient to do so in the foreseeable future. (ER 24)

As Highline College prepares for its next evaluation cycle, the college must become more purposeful and systematic about measuring mission fulfillment, planning and assessment mechanisms must be better aligned. Through interviews and review of documents, evidence suggests the college will begin strategic and master planning processes in January 2021.

Standard 5.A – Mission Fulfillment

As noted previously, though data are being collected, decisions are based on assessment indicators that are not yet fully developed or meaningful or which refer to an outdated strategic plan. However, Highline College has evidentiary accomplishments demonstrating its engagement in teaching, learning, and service aspects that ensure student success and institutional accountability, and the college's "redirect" when COVID-19 started must be added to those accomplishments. Through its diligent work with equity and inclusion, community outreach and engagement from faculty, staff, and administration, Highline College is strongly connected to its students and its service area. Evidence supports a culture of seeking improvement at all levels. Ultimately, though not always verified through data, the college is fulfilling its mission.

5.B Adaptation and Sustainability

As Highline College begins a new strategic planning cycle as well as a new evaluation cycle, it will be vital to develop a robust process for environmental scanning of internal and external dynamics in student demographics and enrollment patterns, regional workforce needs, and state funding mandates, all of which impact the college's future state.

New master and strategic plans will be under development. As Highline College enters into the next accreditation cycle, these plans will inform how the institution decides to measure mission fulfillment and sustainability in the future.

The institution has the opportunity to continue the work initiated by President Mosby in broadly engaging members of the college community in understanding how planning processes link to each other and how they form a cohesive and dynamic system for assessment of outcomes leading to improvement beyond the course level.

COMMENDATIONS

Commendation 1
The college is commended for actively cultivating an equity and inclusion mindset which is demonstrated in thoughtful conversations with each other, commitment to the work of the Equity Task Force, and through robust engagement in the local community.

Commendation 2
The college is commended for its transparency in communications and support regarding assessment, budget, and COVID-19 response.

Commendation 3
The college is commended for executing a reorganization in Academic and Student Affairs that elevated the integration of instruction and services for non-credit students and community members that experience the greatest barriers to education.

RECOMMENDATIONS

Recommendation 1
The Evaluation Team recommends that Highline College continue to develop its emerging systems of assessment to evaluate the quality of learning in its programs and through assessment of its core competencies, and to use the results of its assessment efforts to continuously improve student learning (2020 Standard 1.C.5; 2020 Standard 1.C.6 2020 Standard 1.C.7).

Recommendation 2
The Evaluation Team recommends that Highline College continue to develop systems of data collection and use that data to inform planning, decision-making, and allocation of resources to support student success and mitigate perceived gaps in achievement and equity (2020 Standard 1.D.3; 2020 Standard 1.D.4; and 2020 Standard 2.G.1).

Recommendation 3
The Evaluation Team recommends that Highline College develop a comprehensive plan to focus divergent priorities, define a future direction for the institution, and to serve as a foundation for gauging long-term financial stability and sustainability (2020 Standard 2.E.2).