

**2008 NWCCU Regular Interim Evaluation:
Institutional Commendations and Recommendations**

Commendations

1. The College is commended for its participative governance structure and spirit of collegiality and partnership. This positive organizational climate has helped the College to weather challenging times, and will serve it well as it continues to navigate transition, evaluate its own effectiveness, and chart its future.
2. The College is commended for its responsiveness in proactively addressing the needs of its changing student population. Participation in initiatives such as the Early College Initiative, Achieving the Dream, development of I-Best curriculum, and a variety of community-based outreach activities and partnerships has strengthened academic opportunities and achievement for some of its neediest students. In this regard Highline Community College is a role model for other institutions.
3. Despite recent organizational and budgetary challenges, the College is commended for its collaborative student-centered attitude and service record. Both student services and instructional units report increased levels of partnership and future potential for collaboration on a variety of college-wide initiatives.
4. The College is commended for its creative, industry-responsive approach to initiating new programs during a period of budgetary decline. New regional initiatives such as the Polysomnographic Technician and International Business and Trade have garnered support and recognition from both the state and local industry.
5. The College is commended for its substantial and evident commitment to diversity and social justice – these values are truly a part of the fabric of the institution and are evident in the curriculum and College programs. Highline Community College presents a vibrant and inclusive presence in the region.

Recommendations

1. It is recommended that the College ensure that appropriate services and facilities are accessible to students in its programs. Despite an aggressive schedule of facilities upgrades and improvements, there continue to be issues with access to and movement through campus facilities for students with physical disabilities (Standard 8.A.5).
2. It is recommended that the College align strategic planning and assessment efforts across campus. While recent efforts to reinvigorate institutional planning and assessment are notable, the College must demonstrate the ability to sustain broad-based planning and institutional assessment efforts which, over time, lead to ongoing organizational improvement, and demonstrate the achievement of its mission and goals (Standard 1.B.1, 1.B.4, 1.B.5, E.R. 17).
3. It is recommended that the College define a clear, cohesive plan for educational assessment activities on the campus that encompasses all of its offerings. While it is clear that the college has worked to create a culture of assessment through extensive faculty professional development activities, it is unclear from the evidence provided that assessment is occurring regularly and that its results lead to the improvement of teaching and learning or inform strategic planning processes (Standard 2.B.1, 2.B.3, Policy 2.2, E.R. 12). Additionally, the college must complete the identification and publication of expected learning outcomes for all degree and certificate programs and demonstrate that students who complete these programs will achieve these outcomes (Standard 2.B.2, E.R. 12).
4. It is recommended that the College define a plan that leads to systematic evaluation of the appropriateness, adequacy and utilization of student services programs. The area is beginning to employ assessment measures such as CSSE and Accutracker, but needs to demonstrate that the results are used to elucidate improvement (Standard 3.B.6).
5. It is recommended that the College ensure that all applied degree and certificate programs of one-year or more in length have a recognizable body of instruction in computation, human relations and communication (Standard 2.C, Policy 2.1). Courses meeting these requirements should be clearly delineated in the catalog and web materials. (3.B.5, 3.D.5, Policy 2.1, Eligibility Requirement 9).