Mid-Cycle Evaluation Report, 2015

Appendices

Appendix	Title
1	Revised Standard One
2	2011-2016 Strategic Plan
3	Strategic Action Plan Templates for 2015-2016
4	Examples of Approved Courses
5	Courses Participating in Integrated Assignments, Winter 2015
6	2013-2014 Core Theme Progress Report
7	Examples of Achievement Reports of Division/Department Strategic Action Plans
8	College-Wide Student Learning Outcomes (CWSLOs)
9	Alignment of Course Learning Outcomes to College-Wide Student Learning Outcomes
10	Alignment of Course Learning Outcomes to Program Learning Outcomes

SEATTLE CENTRAL COLLEGE

MID-CYCLE EVALUATION REPORT

Appendix 1: Revised Standard One

March 6, 2015

Table of Contents

Institutional Overview 1

Preface 2

Brief Update on Institutional Changes since April 2013 2

Response to Recommendations/Issues Requested by the Commission 3

Mission, Core Themes, and Expectations 4

Executive Summary of Eligibility Requirements 2 and 3 4

Standard 1.A – Mission 5

Interpretation of Mission Fulfillment 5

Acceptable Threshold and Extent of Mission Fulfillment 6

Standard 1.B – Core Themes 8

Section 1 – Core Theme 1: Responsive Teaching and Learning 8

Section 2 – Core Theme 2: Catalyst for Opportunities and Success 12

Section 3 – Core Theme 3: Diversity in Action 15

Section 4 – Core Theme 4: Communities Engagement 18

Conclusion 20

List of Acronyms 21

Appendices 23

Appendix 1.1 – 2011-2016 Strategic Plan: Goals and Objectives 24

Appendix 1.2 –- Relationships of Seattle Central's Core Themes and Objectives to College and District Strategic Goals, February 2015 26

Appendix 1.3 – Relationship of Core Themes and Objectives to College Strategic Goals and Plans 27

INSTITUTIONAL OVERVIEW

Seattle Central College is one of three colleges in Seattle Community College District VI (SCCD). The college has four locations in the City of Seattle: The main campus is situated in a vibrant urban neighborhood about 10 blocks from downtown Seattle and three satellite sites are located within a radius of approximately five miles from the main campus. The Seattle Vocational Institute (SVI) and the Wood Technology Center (WTC) are in residential areas to the south, and the Seattle Maritime Academy (SMA) is on the city's ship canal.

Since 1966, the college has served the higher education and workforce training needs of more than 580,000 students. The college is well recognized both locally and nationally for its highly diverse student population and rich learning environment. In 2013–2014, a total of 17,414 students enrolled at the college, of whom 74 percent were state-supported and 57 percent were students of color.

The enrollment of the college has been decreasing during the last three years. From 2012-2013 to 2013-2014, the state-funded enrollment has decreased by 3.25 percent. The enrollment of the International Education Programs (IEP) continues to grow significantly reaching 2,257 FTES (2,803 headcount) in 2013-2014. Enrollment of the bachelor of Applied Science degree in Applied Behavioral Science (ABS) remains stable and achieved its FTE target of 40. Two new bachelor degrees in applied science (BAS) have been approved by the State Board. Implementation of two tracks of the BAS in Allied Health (Dental Hygiene and Respiratory Care) started winter 2015. The BAS in Nursing is expected to start winter 2016.

The table below shows the mix of state-supported programs at the main campus and SVI as well as degrees and certificates offered as of 2013-2014:

Program	Main Campus	SVI	Degree / Certificate
Academic transfer	46%	NA	Associate of Arts (AA), Associate of Science (AS), Associate in Elementary Education (AEE-DTA/MRP)
Professional-technical (workforce education)	30% [27 programs]	90% [9 prog.]	Associate of Applied Science (AAS), Associate of Applied Science-Transfer (AAS-T), certificates – 13 programs at main campus offer degrees and certificates, seven offer degrees, and seven offer certificates; SVI programs offer only certificates.
Precollege	8%	NA	
Basic skills	16%	10%	
Bachelor of Applied Science	Included in professional-technical	NA	Applied Behavioral Science (ABS)

PREFACE

Brief Update on Institutional Changes since April 2013

The college continues to provide opportunities for staff and faculty to participate in key councils and committees, various short-term and long-term planning efforts, and initiatives for new projects and systems that enhance teaching and learning. Broader engagement has encouraged collaboration, intentional planning for core theme achievement, and shared responsibility for carrying out the *2011-2016 Strategic Plan* (Appendix 1.1) in alignment with the core theme objectives.

Change of College Name

In April 2014, the college name was changed to Seattle Central College and the college district became Seattle Colleges. Similarly, sister colleges in the district became North Seattle College and South Seattle College.

Changes in Administrative Positions

The college is going through a period of administrative changes. In August 2013, the open position for the Dean for Humanities and Social Sciences was filled. The eLearning division was changed to Extended Learning, which includes Distance Education and Innovations College. The Executive Vice President for Instruction and Student Services left the college in June 2014 to become the president at North Seattle College. The position of vice president has been temporarily filled by two interim vice presidents, one for instruction and one for student services. The Associate Dean for Seattle Culinary Academy retired in March 2015. The Associate Vice President for Workforce Education and the Seattle Vocational Institute (SVI) left in February 2015 to become executive vice president at a college outside the district. This position is temporarily filled by an Interim Dean for Workforce Education and an Interim Executive Dean for SVI.

New Initiatives and Grants

During the last two years, the college has continued to receive external grants to improve instructional programs and student support services. In addition to 10 ongoing grants in the Science and Mathematics Division, some of the new grants include:

Pathway to Completion

This grant from the Gates Foundation benefits all three colleges in the district. The purpose of the grant is to support students in completing their programs. Grant activities include developing individual student education plans and using "productive persistence" concepts and strategies to improve student completion and retention.

Allied Health Curriculum Development Grant

This Gates Foundation grant is funded through the state Department of Commerce to develop curriculum for two bachelors of applied science (BAS) degrees in allied health and nursing.

Integrated Digital English Acceleration (IDEA) Grant

Funded by the State Board, this grant focuses on accelerated learning for lower-level ESL students.

Project Finish Line

This district-wide grant is intended to improve student completion and success by providing "completion coaches" to support students. Seattle Central's participation begins in summer 2015.

Response to Recommendations/Issues Requested by the Commission

Responses to recommendations from the 2012 Comprehensive Evaluation Visit and the *2013 Year One Self-Evaluation Report* are reflected in the Mid-Cycle Evaluation (MCE) Report and this revised Standard One regarding:

- Re-identifying indicators of achievement to realign with core theme objectives (From 2012 Comprehensive Evaluation Visit and *2013 Year One Self-Evaluation Report*)
- Articulating the threshold of the mission fulfillment (From *2013 Year One Self-Evaluation Report*)
- Assessing the general education learning outcomes, i.e., the college-wide student learning outcomes (From 2012 Comprehensive Evaluation Visit)
- Demonstrating the integration of strategic planning and resource allocation (From 2012 Comprehensive Evaluation Visit)

MISSION, CORE THEMES, AND EXPECTATIONS

Executive Summary of Eligibility Requirements 2 and 3

Seattle Central, a member of Seattle Community College District VI, has been authorized by state statute RCW 28B.50 to provide educational programs and services and to award degrees and certificates as a state-supported community college since 1966. The Board of Trustees, members of which are appointed by the governor, has authority over all three colleges in the district. As per RCW 28B.50.810, Seattle Central was further authorized in 2008 to offer an applied baccalaureate degree program in Applied Behavioral Science as approved by the State Board for Community and Technical Colleges (SBCTC) and the Higher Education Coordinating Board (HECB).

The section for Standard 1.A below details how the college's mission and core themes align with the district's mission statement and its strategic goals for 2010-2015:

District Mission
The Seattle Colleges will provide excellent, accessible educational opportunities to prepare our students for a challenging future.

District Strategic Goals, 2010-2017
Student Success – Increase student learning and achievement.

Partnerships – Build community, business and educational partnerships.

Innovation – Increase innovation and improve organizational effectiveness.

The college is committed to applying all state and local resources to support its mission and core themes which are defined to serve students' educational interests.

Reviewing and Reaffirming Mission Statement and Core Themes

The Board of Trustees approved the college's current mission statement in 1994. After spending much time with extensive college community involvement in reviewing the college mission statement in 2000 and 2004, the college decided to reaffirm the mission statement with the change of only one word. Since then, there is no change in the college mission statement.

The four core themes were originally approved by the district Board of Trustees in 2011. The President's Cabinet and the board reaffirmed the college's mission statement and the four core themes in early 2013.

Since 2011, the college has modified the original ten (10) core theme objectives and 20 outcomes and re-identified indicators of achievement (IAs) for the *2012 Comprehensive Self-Evaluation Report*, the *2013 Year One Self-evaluation Reports*, and the revised Standard One as an appendix to the *2015 Mid-Cycle Evaluation Report*.

Standard 1.A – Mission

Mission Statement

> Seattle Central College promotes educational excellence in a multicultural urban environment. We provide opportunities for academic achievement, workplace preparation, and service to the community.

2011-2016 Strategic Goals

1. Promote student success in achieving their educational goals and personal growth.
2. Create a quality, integrated, sustainable and productive educational environment.
3. Adopt a responsive, forward-looking educational business model.
4. Increase operational efficiencies and effectiveness, and create a culture of assessment at all levels.

From the mission statement and the strategic plan, the college derived four core themes. The table below shows the relationship between the core themes and components of the mission statement. The identified core themes accurately manifest the essential components of the mission, which connect closely with the college's 2011-2016 strategic goals.

Relationship of Core Themes to College Mission and District Strategic Goals

	Core Themes	Key Elements in College's Mission Statement	District Strategic Goals 2010-2017
1	**R**esponsive Teaching and Learning	Educational excellence	Innovation; Student success
2	**C**atalyst for Opportunities and Success	Opportunities for academic achievement; workplace preparation	Innovation; Student success
3	**D**iversity in Action	Multicultural, urban environment	Innovation
4	**C**ommunities Engagement	Service to the community	Partnerships

For further detail regarding alignment of the college's core themes, objectives, and strategic goals to the district's strategic goals and objectives, see Appendix 1.2 – Relationship of Seattle Central's Core Theme and Objective to College and District Strategic Goals, February 2015. For relationship of core themes and objectives to college strategic goals and plans, see Appendix 1.3.

Interpretation of Mission Fulfillment

The mission statement expresses the college's purpose and its commitment to deliver and meet the diverse educational needs of its various constituencies, particularly in the context of a

community distinguished by its urban and multicultural characteristics. As a state-supported public community college, Seattle Central is committed to providing a range of educational programs and services for students seeking two-year transfer degrees, professional-technical training (bachelor degrees in applied science, two-year degrees, and certificates), precollege preparation, basic skills, and continuing education. In addition, the college's four core values—accessible, diverse, innovative, and responsive—guide operational strategies and directions, http://seattlecentral.edu/sccc/index.php.

Criteria for Determining Progress Rating of Indicators of Achievement (IAs)

The college plans to evaluate mission fulfillment and achievement levels for the core themes by re-identifying and modifying the institutional indicators of achievement (IAs). These IAs support and align to the outcomes and core theme objectives.

For each indicator of achievement (IA), a benchmark is set based on the rolling average of the previous three years when data is available. For some IAs, data of fewer than three years are used. When a five-point scale is used as a measure, the benchmark is set at 3.5 as the target.

For measuring the achievement of each indicator of achievement (IA), the college uses the following criteria to rate the progress of each IA:

Progress Rating	Evaluation Criteria
0	No previous data available to set the benchmark. Rating is not assigned, and the IA is excluded from the evaluation of core theme objective achievement.
1	Annual achievement is below 95% of the benchmark
2	Annual achievement is meeting at least 95% of the benchmark
3	Annual achievement is at least 10% higher than the benchmark

Starting with 2013-2014, to determine the benchmark for each IA, the college uses the three (3) year average from 2010-2011 to 2012-2013 when data is available. Alternatively, when a five-point scale is used as the measure, the benchmark of 3.5 is used.

Annual Core Theme Progress Report

Annually, the college plans to prepare a core theme progress report to evaluate the achievement of the IAs, outcomes, core theme objectives, and core themes. The annual progress reports will be used to identify the achievement level changes and trends during the remaining years of the accreditation cycle from 2014-2015 to 2018-2019. The progress results will provide opportunities for corrective measures and action plans to improve performance for IAs, outcomes, and core theme objectives for which the college is not meeting expected benchmarks and achievement levels.

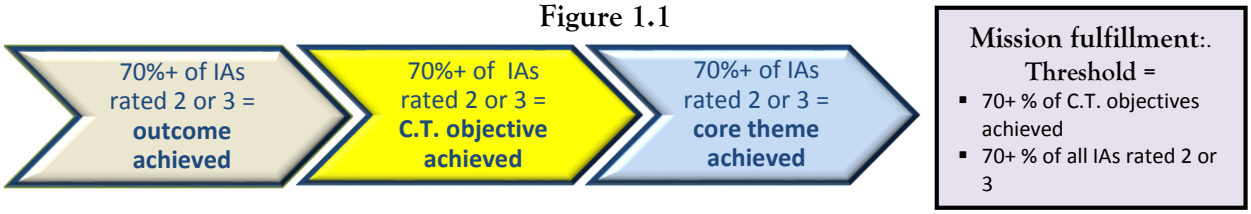
Acceptable Threshold and Extent of Mission Fulfillment

To determine achievements of outcomes, core theme objectives, core themes, and the college mission, the college has set 70 percent as the minimum threshold for each. The following criteria are to be used for assessing achievement:

- An outcome is considered achieved when 70% of the indicators of achievement (IAs) under the outcome are rated 2 or 3 excluding IAs rated as "0." IAs with "0" rating occur only when an IA is introduced in a new annual cycle and previous data is unavailable.
- A core theme objective is considered achieved when 70% of the IAs under the objective are rated 2 or 3 excluding IAs rated "0."
- A core theme is considered achieved when 70% of all the IAs under the core theme are rated 2 or 3, excluding IAs with "0" rating.
- The college mission is considered achieved when 70% of the core theme objectives are achieved. The extent of mission fulfillment will also be measured based on the total number of IAs receiving the rating of 2 or 3.

Figure 1.1 below illustrates the respective thresholds for outcomes, objectives, core themes, and mission:

Figure 1.1



The extent or of mission fulfillment based on core theme objectives can further be summarized using the follow table:

Core Theme	No. of Core Theme Objectives	No. of Core Theme Objectives Achieved	Extent (%) of Mission Achieved Based on Objectives	Extent (%) of Core Theme Achieved Based on IAs	Extent of Mission Achieved Based on All IAs	
1	3					
2	2					
3	3					
4	2					
	10		%	%		
					%	

Standard 1.B – Core Themes

The college's four core themes are presented in sections one through four below. Rationales are provided for all indicators of achievement.

Section 1 - Core Theme 1: Responsive Teaching and Learning

Core theme one covers the component of the mission that states the purpose and role of the college: to provide a wide range of high quality and effective instructional programs that respond to the various educational needs of constituents and to changing market demand.

For this core theme, the college has identified three objectives, five outcomes, and 18 indicators of achievement. In order to match the dynamic nature of knowledge, curricula must be continually updated to offer instructional content and methods of delivery that are relevant to the latest disciplinary developments. Such attention to curricula also ensures that planning and design of instructional programs are consistent with the expected market trends and/or transfer requirements. Quality and effectiveness in teaching and learning require ongoing course and program evaluation, assessment of learning outcomes, and application of effective pedagogies that respond to student needs and learning styles. Academic performance and engagement in learning reflect student achievement.

Table 1.1.1 ~ Objective 1.A: Dynamic and relevant programs and curricula		
Outcome 1.A.1: Curricula are reviewed and updated regularly to stay current.		
Number	**Indicator**	**Measure**
1.A.1.a	Program reviews achieving annual target level based on review criteria in a 4-year cycle	No. of programs reviewed meeting or exceeding benchmark set for each year of the 4-year cycle, e.g., 3rd year = 75%
1.A.1.b	Courses revised or created meeting new criteria	Increase in no. of revised or new courses meeting new criteria requiring alignment to CWSLOs and PLOs as shown in the district Automated Course Approval (ACA) system.
1.A.1.c	Programs that require external specialized accreditation achieved reaffirmed or approved accreditation status	At least 70% of the technical-professional programs that require external accreditation achieved reaffirmation or approval.

Rationale

Programs reviewed, courses revised and created (Indicators 1.A.1.a and 1.A.1.b). To maintain instructional program quality and rigor, a faculty-led Program Review Committee regularly reviews instructional programs. Reviews focus on learning outcomes assessment, relevancy of program content, and strategies that increase teaching effectiveness. The four-year review cycle with accompanying interim follow-up helps ensure program responsiveness to changes in market demand. Similarly, a Course Approval Committee reviews new and revised courses. The increase in new and revised course proposals demonstrates faculty's effort and commitment to provide

effective courses that improve or sustain overall program quality. Quality review rubrics have been created to evaluate the quality achieved for course approval, including the required alignment to CWSLOs and PLOs

Professional-technical programs meeting specialized accreditation standards and annual report requirements (Indicator 1.A.1.c). This indicator evaluates the quality of programs by monitoring their ability to reaffirm specialized external accreditations. These reaffirmations indicate program ability to meet required standards.

Table 1.1.2 ~ Objective 1.B: Quality and effective teaching		
Outcome 1.B.1: Faculty use a variety of innovative, student-centered pedagogies.		
Number	**Indicator**	**Measure**
1.B.1.a	Success (passing) rates of students in coordinated study programs (CSP)	3-year average passing rate of students in CSP
1.B.1.b	Success (passing) rates of I-BEST students	3-year average passing rate of student in I-BEST courses
1.B.1.c	Success (passing) rates of students in courses that use integrative learning pedagogies	3-year average passing rate of students in courses that use integrative learning pedagogies
1.B.1.d	Proportion of faculty continuously updating pedagogy to improve teaching effectiveness [in 2012-2014]	% of faculty reported updating pedagogy to improve teaching in 2012-2014
1.B.1.e	Faculty reporting improvement in student learning after pedagogy and/or curriculum change (Within the same class/In subsequent classes)	% of faculty reported improvement in student learning after changing pedagogy and/or curriculum in 2012-2014
Outcome 1.B.2: Faculty assess program and college-wide student learning outcomes (CWSLOs) in courses.		
1.B.2.a	Faculty aligning course learning outcomes to CWSLOs in assessment	% of programs entering CLOs learning outcomes aligning to the CWLSO in Canvas or a database
1.B.2.b	Faculty aligning course learning outcomes to program learning outcomes in assessment	% of programs entering assessment data aligning CLOs to PLOs in Canvas or a database

Rationale

Innovative and student-centered teaching pedagogies (Indicators 1.B.1.a, 1.B.1.b, 1.B.1c, 1.B.1.d, and 1.B.1.e). Seattle Central faculty apply various teaching approaches to improve program quality. Student success (passing) rates in courses known for innovation provide a meaningful assessment of teaching quality and effectiveness. Passing rates of 2.0 or better are used as a standard to evaluate student success in these courses. Faculty continuously improving their pedagogies and curricula is critical for quality and effective teaching.

Assessing program and college-wide student learning outcomes (CWSLOs) in courses (Indicators 1.B.2.a and 1.B.2.b). Course learning outcomes (CLOs) should align with PLOs and CWSLOs to demonstrate the achievement of all levels of learning outcomes.

Table 1.1.3 ~ Objective 1.C: Quality and effective learning		
Outcome 1.C.1: Students are responsible and engaged learners.		
Number	**Indicator**	**Measure**
1.C.1.a	Students participating in "active and collaborative" learning	% of students reported participating in active and collaborative learning in 2013-2014
1.C.1.b	Students demonstrating "student effort" in learning	% of students indicated their effort in learning in 2013-2014
1.C.1.c	Persistence rates of degree seeking students participating in tutoring supported by the Learning Support Network (LSN)	3-year average persistence rates of students who participated in LSN
Outcome 1.C.2: Students persist and make progress in their chosen programs.		
1.C.2.a	Persistence rates: fall to winter and fall to spring	3-year average persistence rates of all students
1.C.2.b	Persistence rate of Academic Transfer students: fall to winter and fall to spring	3-year average persistence rates of academic transfer students
1.C.2.c	Persistence rates of Professional-Technical students: fall to winter and fall to spring	3-year average persistence rates of professional-technical students
1.C.2.d	Persistence rates of BAS-ABS students	3-year average persistence rates of students in the ABS program
1.C.2.e	Educational level gains of ABE/ESL students	3-year average educational level gain of ABE/ESL students

Rationale

Responsible and engaged learners (Indicators 1.C.1.a, I.C.1.b, and I.C.1.c). Surveys will be conducted to evaluate student participation in active and collaborative learning, as well as their overall efforts in learning. The persistence rates of students who use services of the Learning Support Network (LSN) provide evidence of responsible and engaged learners.

Persistence rates, overall and by Programs Category (Indicators 1.C.2.a, 1.C.2.b, 1.C.2.c, and 1.C.2.d). Positive persistence rates reveal student learning commitment. These four indicators assess overall persistence rates from fall to winter and from fall to spring as well as for the academic transfer, professional-technical, and the BAS-ABS programs.

Educational level gains of ABE/ESL students (Indicator 1.C.2.ec). The college measures educational achievement for ABE/GED/ESL students by analyzing student success in attaining educational functioning levels as defined by the National Reporting System (NRS) of the U.S. Department of Education.

Section 2 – Core Theme 2: Catalyst for Opportunities and Success

Core theme two focuses on the college's role as a catalyst in providing access and opportunities to education for students to 1) succeed in their first quarter and pass gatekeeper courses, which are key requirements for degree and certificate programs; 2) complete degree and certificate programs; and 3) attain educational goals of transferring to four-year institutions, transitioning to college level courses, or finding employment. This theme also encompasses creative and innovative initiatives that improve student persistence/retention and offer greater opportunities for students to succeed.

Table 1.2.1 ~ Objective 2.A: Gateway to student achievement		
Outcome 2.A.1: Students succeed in passing first quarter courses and program entry requirements.		
Number	**Indicator**	**Measure**
2.A.1.a	First quarter students succeed in passing course taken in first quarter [with 2.0 or better]	3-year average passing rate of first quarter students
2.A.1.b	Overall passing rate of students in developmental math [with 2.0 or better]	3-year average passing rate of students in developmental math
2.A.1.c	Students pass English 101 [with 2.0 or better]	3-year average passing rate of students in English 101
2.A.1.d	Students who began in developmental math pass at least one quantitative reasoning course	3-year average passing rate of students who began in development math passing one quantitative reasoning course
Outcome 2.A.2: Students complete programs, degrees, and certificates.		
2.A.2.a	Degrees and certificates awarded as a percentage of enrollment	3-year average rate of awards of degrees and certificates as a % of FTE enrollment
2.A.2.b	Program completion rate – academic transfer	3-year average rate of completion of students in academic transfer programs
2.A.2.c	Program completion rate – professional-technical	3-year average rate of completion of students in professional-technical programs
2.A.2.d	Program completion rate –BAS- programs	3-year average rate of completion of students in BAS-ABS program. Additional BAS programs will be included in later years.
2.A.2.e	Program completion rate – GED/H.S. diplomas	3-year average completion rate of students in GED/H.S. diploma programs
2.A.2.f	Student passing rates in professional licensing exams	3-year average rate of students passing professional licensing exams
Outcome 2.A.3: Students transfer, obtain employment, and attain educational goals.		
2.A.3.a	Students transferring to four-year institutions in WA [As a % of academic transfer enrollment]	3-year average rate of students transferring to 4-year institutions in WA as a % of academic transfer enrollment
2.A.3.b	Student employment rates	3-year average rate of student employment
2.A.3.c	Students attaining their educational goals	3-year average rate of students indicating attainment of their educational goals
2.A.3.d	Basic skills students transitioning to college level courses	3-year average rate of basic skills students transitioning to college-level courses

Rationale

Success rates in completing the first quarter and gatekeeper courses (Indicators 2.A.1.a, 2.A.1.b, 2.A.1.c, and 2.A.1.d). These four indicators measure student potential for meeting program requirements and completing a degree or certificate program. This measure is a good predictor of future student success in finishing educational programs.

Degrees and certificates awarded (Indicator 2.A.2.a). The number of degrees and certificates awarded each year is a key indicator of student success in completing programs.

Program completion rates (Indicators 2,A.2.b. 2.A.2.c, 2.A.2.d, and 2.A.2.e). Program completion (graduation) rates as a percentage of those who initially enrolled in each program category signify the levels of student achievement in their respective areas.

Passing rates in professional licensing exams (Indicator 2.A.2.f). For professional-technical programs, professional licensing passing rates are critical measures of student success.

Transfer rates (Indicator 2.A.3.a). The number of students as percentage of the transfer enrollment, who transfer from AA, AS, and AAS-T programs to four-year institutions reflects program effectiveness. This indicator includes transfers to four-year institutions in Washington State only. Continuing strong transfer rates to the University of Washington in Seattle demonstrate the college's ability to prepare students to seek a bachelor degree. However, transfer rates can be affected by exogenous policy changes at four-year institutions.

Student employment rates (Indicator 2.A.3.b). The employment rates used for this indicator reflect job status nine months after completion of programs. This measure is based on a comparison with the concurrent CTC system average instead of employment rates over a period of time because overall unemployment rates fluctuate from year to year.

Students attaining educational goals (Indicator 2.A.3.c). This indicator measures student assessment of their educational goal attainment.

Students transitioning to college level courses (Indicator 2.A.3.d). Basic skills students comprise approximately 16 percent of the college's enrollment. Measuring the percentage changes of students transitioning to college level courses helps to determine these students' level of success.

Table 1.2.2 ~ Objective 2.B: Strategic innovations and initiatives		
Outcome 2.B.1: Innovative initiatives improve student persistence/retention.		
Number	**Indicator**	**Measure**
2.B.1.a	Integrated assignments – students persist to complete their courses	3-year average rate of students persisted to complete courses participated in integrated assignments
2.B.1.b	Productive persistence – students re-enroll in three successive quarters	2-year average re-enrolling rate of students participated in "productive persistence" courses which started 2 years ago.
Outcome 2.B.2: Innovative initiatives improve student opportunities and success.		
2.B.2.a	Success rates of students in initiatives passing gatekeeper courses	3-year average success rate of students who participated in initiatives passing gatekeeper courses
2.B.2.b	Success rates of students in initiatives attaining 45 college-level credits	3-year average success rate of students who participated in initiatives attaining 45 college-level credits
2.B.2.c	Success rate as demonstrated in Student Achievement Points Per Student (SBCTC)	Annual achievement point per student as determined by the SBCTC. Achievement point per student is a more accurate measure than the annual total achievement points of the college. SBCTC changed the method of calculating student achievement points in 2012-2013.

Rationale

Persistence rates of students participating in innovative initiatives (Indicators 2.B.1.a and 2.B.1.b). Successful educational initiatives, such as "integrated assignments" and the strategies used in "productive persistence," improve student success in completing current courses and/or re-enrolling in following quarters.

Success rates of students participating in innovative initiatives (Indicators 2.B.2.a and 2.B.2.b). The success rates of students who participate in innovative initiatives will be measured in terms of passing gatekeeper courses in English and math and attaining the first 45 college credits.

Achievement Point per Student (SBCTC Initiative) (2.B.2.c). The college uses the achievement points per student instead of using all seven categories of the annual student achievement points calculated by the State Board. This figure is the most accurate measure of the overall average of annual student achievement instead of using the total achievement points for the college.

Section 3 – Core Theme 3: Diversity in Action

The college endeavors to build upon a national reputation for providing a rich multicultural learning environment that reflects the diversity of the community it serves. The demographic profile of students, faculty, and staff signifies the college's ability to create an environment that appeals to diverse populations of students, faculty, and staff and promotes global and multicultural understanding. Beyond multiculturalism, a diverse learning environment also requires innovative strategies to deliver open and accessible programs and services.

Indicators under objective 3.C: "Open, accessible programs and services" are closely linked to the responsiveness aspect of core theme 1. While 1.A and 1.B focus on *program design, curricula*, and *innovative teaching*, 3.C addresses *access* to *diverse* deliveries of programs and services.

Table 1.3.1 ~ Objective 3.A: Diverse learning environment		
Outcome 3.A.1: Instructional programs infuse diversity and global awareness into curricula.		
Number	**Indicator**	**Measure**
3.A.1.a	Faculty integrating diversity and/or global themes in courses learning outcomes [2012-2014]	% of faculty indicated integrating diversity and/or global themes in course learning outcomes in 2012-2014
3.A.1.b	Students benefiting from participation in global education activities [2013-2014]	% of students indicated benefiting from participation in global education activities in 2013-2014
Outcome 3.A.2: The student body, faculty, and staff reflect levels of diversity achieved.		
3.A.2.a	Diverse student of color	3-year average % of student of color
3.A.2.b	Diverse faculty of color	3-year average % of faculty of color
3.A.2.c	Diverse classified staff of color	3-year average % of classified staff of color
3.A.2.d	Diverse exempt staff of color, i.e., professional, managerial, and administrative	3-year average % of exempt staff of color
3.A.2.e	Proportion of degrees and certificates awarded to students of color	3-year average % of degrees and certificates awarded to student of color
Outcome 3.A.3: Diverse services on campus and online that support the learning environment.		
3.A.3.a	Student satisfaction of onsite student services support [5-point scale]	Benchmark is set at 3.50 on a 5-point scale
3.A.3.b	Student satisfaction of online student services support [5-point scale]	Benchmark is set at 3.50 on a 5-point scale
3.A.3.c	Student satisfaction of information technology (IT) support services in labs, classrooms, and library [5-point scale]	Benchmark is set at 3.50 on a 5-point scale
3.A.3.d	Student satisfaction of campus facilities and safety [5-point scale]	Benchmark is set at 3.50 on a 5-point scale

Rationale

Courses that infuse global themes (Indicators 3.A.1.a and 3.A.1.b). Global studies content in the curriculum supports a globalized learning environment by providing perspectives from outside the United States. Courses designated as Global Studies are a requirement of the AA degree. Indicator 3.A.1.a measures faculty who indicate their inclusion of "global themes" in course learning outcomes. Indicator 3.A.1.b measures students' affirmation of benefits from participating in global education activities.

Profiles of students, faculty, and staff (Indicators 3.A.2.a, 3.A.2.b, 3.A.2.c, and 3.A.2.d). As an institution that values diversity, the college recognizes the significance of the profiles of students, faculty, classified, and exempt staff. Changes in these profiles illustrate the extent of success in providing an inviting multicultural environment to a diverse campus population.

Degrees and certificates awarded to students of color (Indicator 3.A.2.e). This indicator measures the percentage of total awards received by student of color.

Diverse student support services (Indicators 3.A.3.a, 3.A.3.b, 3.A.3.c, and 3.A.3.d). A thriving learning environment that advances student success requires various support services. These four indicators evaluate student use of and satisfaction with onsite student services, online student services, information technology (IT) support services, as well as the conditions of campus facilities and safety measures.

Table 1.3.2 ~ Objective 3.B: Intentional initiatives for multicultural understanding

Outcome 3.B.1: Students participate in cross-cultural activities that promote cultural understanding, communication, and connections.

Number	Indicator	Measure
3.B.1.a	Students participating in cross-cultural activities [2013-2014]	% of students indicated participating in cross-cultural activities in 2013-2014
3.B.1.b	Students benefiting from participating in cross-cultural activities [2013-2014]	% of students indicated benefiting from cross-cultural activities in 2013-2014

Rationale

Increase in students participating in cross-cultural activities (Indicator 3.B.1.a). The college believes that a successful multicultural environment builds understanding through cross-cultural interactions. Faculty, the Associated Student Council (ASC), and the Office of Multicultural Services regularly offer opportunities that encourage cross-cultural appreciation, communication, and understanding. Participation in student cultural clubs demonstrates student involvement in cross-cultural interactions.

Students gaining benefits from participating in cross-cultural activities (Indicator 3.B.1.b). This indicator evaluates students' indication of benefits gained from participating in cross-cultural activities.

Table 1.3.3 – Objective 3 C: Open, accessible programs and services		
Outcome 3.C.1: College offers programs and services for traditionally underserved student populations.		
Number	**Indicator**	**Measure**
3.C.1.a	Persistence rates of first generation students [fall-to-winter, fall-to-spring]	3-year average persistence rate of first generation students
3.C.1.b	Persistence rates of students with disabilities [fall-to-winter, fall-to-spring]	3-year average persistence rate of students with disabilities. Will include veterans when data is available
3.C.1.c	Persistence rates of low income students: <150% of the poverty line [fall-to-winter, fall-to-spring]	3-year average persistence rate of low income students
Outcome 3.C.2: Students have access to diverse modes of instructional deliveries and learning support.		
3.C.2.a	Success (passing) rates in online courses	3-year average passing rate of students in online courses
3.C.2.b	Success (passing) rates in distance education	3-year average passing rate of students in distance education
3.C.2.c	Student satisfaction from participating in cooperative education (e.g., internships) [5-point scale]	Benchmark is set at 3.5 on a 5-point scale
3.C.2.d	Student satisfaction from participating in service-learning [5-point scale]	Benchmark is set at 3.5 on a 5-point scale

Rationale

Persistence rates of traditionally understand serviced populations (Indicators 3.C.1.a, 3.C.1.b, and 3.C.1.c). The college offers various support services to special student populations. These three indicators measure the persistent rates of first generation students, students with disabilities, and low incomes students. Veterans will be added when data become available.

Success rates in online and distance education courses (Indicators 3.C.2.a and 3.C.2.b). Student access to diverse modes of instructional deliveries is measured by their success (passing) rates in online and distance education courses.

Student satisfaction from participating in learning support (Indicators 3.C.2.c and 3.C.2.d). The college has a long history of offering cooperative education and service-learning opportunities. Student satisfaction for these learning support services reflects both the quality of their learning experiences and of the programs.

Section 4 – Core Theme 4: Communities Engagement

The college mission encompasses active engagement with both internal and external communities. The college seeks to enrich internal communities and expand external partnerships with industries, employers, community groups, government agencies, and non-profit organizations. Strong internal communities entail faculty and student interaction and collaboration across disciplines, as well as opportunities for students to participate in college governance and student organizations.

External engagement is equally important. The college is geographically positioned to develop mutually beneficial partnerships with health providers and other regional businesses and organizations. Such partnerships provide opportunities for cooperative education and service-learning, and enable students to connect with the external community.

Table 1.4.1 ~ Objective 4.A: Enrichment of internal communities		
Outcome 4.A.1: Students and faculty collaborate across program and disciplinary boundaries.		
Number	**Indicator**	**Measure**
4.A.1.a	Persistence rates of students engaging in cross-program and discipline collaboration [fall to winter, fall to spring]	3-year average persistence rate of students engaging in cross-program/discipline collaboration
4.A.1.b	Faculty benefiting from cross-program and discipline collaboration [in 2012-2014]	% of faculty indicated benefiting from cross-program/discipline collaboration in 2012-2014
Outcome 4.A.2: Students actively participate in college committees and councils as well as student organizations.		
4.A.2.a	Students participating on college committees, councils, and student organizations	3-year average no. of students participating on college committees, councils, and student organizations
4.A.2.b	Students earning student development (leadership) transcripts	3-year average no. of students earning student leadership achievement on their student development transcripts

Rationale

Persistence rates of students engaged in cross-program and discipline collaboration (Indicator 4.A.1.a). Student persistence rates demonstrate the impact of engaging in various kinds of collaborative learning.

Faculty indicated benefiting from cross-program and cross-discipline collaboration (Indicator 4.A.1.b). The extent of benefits reported by faculty reflects success in promoting interdisciplinary relationships, communication, and connection. Collaborative efforts include coordinated studies (CSPs), I-BEST, integrated assignments with common themes across multiple disciplines, and faculty learning communities.

Students serving on college committees and councils, and student organizations (Indicator 4.A.2.a). Student Leadership encourages students to participate in college committees and councils as well as student organizations and clubs. The number of students involved in the college organizational structure and planning efforts reveals students' engagement in building internal communities.

Students earning student development (leadership) transcripts (Indicator 4.A.2.b). Student development transcripts encourage students to gain leadership experience by documenting college leadership participation. Students can use this transcript to support applications for employment and transfer to four-year institutions. The increase in the number of students earning these transcripts demonstrates the growth of student participation in co-curricular activities that build internal communities.

Table 1.4.2 ~ Objective 4.B: Building external partnerships and relationships

Outcome 4.B.1: College strengthens or expands partnerships and relationships with employers and community groups.

Number	Indicator	Measure
4.B.1.a	Increase in scholarships contributed by external donations	3-year average no. of scholarships contributed by external donations
4.B.2.b	Student satisfaction of volunteering for community services [5-point scale]	Benchmark is set at 3.5 on a 5-point scale
4.B.2.c	Student satisfaction of cooperative education experience [5-point scale]	Benchmark is set at 3.5 on a 5-point scale
4.B.2.d	Student satisfaction of service-learning experience [5-point scale]	Benchmark is set at 3.5 on a 5-point scale
4.B.2.e	Meeting expectations of employers ~~a~~nd agencies partnering to offer cooperative education for students [5-point scale]	Benchmark is set at 3.5 on a 5-point scale
4.B.2.f	Meeting expectations of employers ~~a~~nd agencies partnering to offer service-learning for students	3-year average rate of meeting expectations of employers and agencies
4.B.2.g	Technical Advisory Committee (TAC) members' satisfaction with the program and their contributions to program quality and student success [5-point scale]	Benchmark is set at 3.5 on a 5-point scale

Rationale

Scholarships contributed by external donations (Indicator 4.B.2.a). Increases in externally donated scholarships reflect community support and successful partnerships created with individuals and companies.

Satisfaction rates of students participating in volunteer services, cooperative education, and service learning (Indicators 4.B.2.b, 4.B.2.c, and 4.B.2.d). Students' satisfaction with these learning activities demonstrates the success of these programs and students' engagement with external businesses, industries, organizations, and agencies.

Meeting expectations of employers and agencies (Indicator 4.B.2.e). Satisfaction of external agencies and employers that provide cooperative education and service-learning measures success in creating meaningful external partnerships that support student learning.

Satisfaction and contributions of Technical Advisory Committees (TACs) (Indicator 4.B.2.f). Technical advisory committees for different professional-technical programs meet regularly to provide input on curriculum design, industry changes and market demand, opportunities for student internships and employment, and other support. Satisfaction and contributions of the TAC members reinforce the college's relationships with external communities.

CONCLUSION

After reaffirming the four core themes and 10 objectives, the Core Theme Team members found the process of reviewing the outcomes and re-identifying meaningful and assessable indicators of achievements (IAs) challenging, but useful.

In particular, the teams found that establishing criteria for rating the achievement of IAs, outcomes, objective, and core themes has helped provide a feasible assessment strategy. Setting a standard achievement threshold of 70 percent provides a solid and reasonable measure of achievements. Using rolling average data from the previous three years whenever possible avoids the pitfall of comparing achievement with only the preceding year for which the data might have been unusually high or low.

Over time the annual core theme progress reports will reveal trends and progress for achievement of the core theme objectives, core themes, and mission fulfillment during the accreditation cycle. The process will be especially helpful in identifying low rated IAs that require attention. Such a process during the accreditation cycle will meet the college's goal for continuous improvement toward reaching higher levels of mission fulfillment.

List of Acronyms

Acronym	Definition
AA	Associate of Arts
AAS	Associate of Applied Science
AAS-T	Associate of Applied Science-Transfer
ABE	Adult Basic Education
ABS	Applied Behavioral Science (bachelor degree program)
AEE	Associate in Elementary Education
AH	Allied Health (Division)
AS	Associate of Science
ASC	Associated Student Council
BITCA	Business Information Technology and Creative Arts (Division)
BTS	Basic and Transitional Studies (Division)
CAC	Course Approval Committee
CCC	Curriculum Coordinating Council
CSP	Coordinated Studies Program
CTC	Community and Technical Colleges (Washington state)
CWSLO	College-Wide Student Learning Outcomes
DTA	Direct Transfer Agreement
ESL	English as a Second Language
FTES	Full-time equivalent, Student
GED	General Education Development
GPA	Grade point average
HECB	Higher Education Coordinating Board
HHS	Humanities and Social Sciences (Division)
I-BEST	Integrated Basic Education and Skills Training
IAC	Instructional Assessment Committee
IEP	International Educational Programs
IT	Information Technology
LCC	Learning Communities Committee
MIMP	Major Institutional Master Plan
MRP	Major Related Program

Acronym	Definition
PRC	Program Review Committee
RCW	Revised Code of Washington
SAM	Science and Mathematics (Division)
SBCTC	State Board for Community and Technical Colleges
SCD	Seattle College District VI
SMA	Seattle Maritime Academy
SVI	Seattle Vocational Institute
TAC	Technical Advisory Committee
WABERS+	Washington Adult Basic Education Reporting System
WAC	Washington Administrative Code
WACTC	Washington State Community and Technical Colleges, Presidents' Group
WTC	Wood Technology Center (Location)

APPENDICES

Appendix 1.1 -- 2011-2016 Strategic Plan: Goals and Objectives

Seattle Central College
2011-2016 Strategic Plan: Goals and Objectives

[As Approved by President's Cabinet – October 18, 2011]

Vision: Turn Seattle Central into a world class college and a global leader in preparing students to contribute locally, nationally and internationally

Goal 1. Promote student success in achieving their educational goals and personal growth

- Objective A. Offer excellent programs in academic transfer, professional and technical (workforce), basic skills, applied bachelor degrees and continuing education that meet market demands
- Objective B. Encourage and support innovation in curriculum, pedagogy and delivery
- Objective C. Establish, revitalize and select educational programs to address market changes and emerging opportunities
- Objective D. Manage enrollment, increase persistence and completion of certificates and degrees, congruent with the college's core themes

Goal 2. Create a quality, integrated, sustainable and productive educational environment

- Objective A. Sustain a clean and safe environment conducive to learning
- Objective B. Advance an engaging online environment that is relevant
- Objective C. Recruit and retain excellent faculty and staff, and allocate resources for professional development that results in institutional improvement
- Objective D. Promote a culturally diverse campus where all members model civility and tolerance

Goal 3. Adopt a responsive, forward-looking educational business model

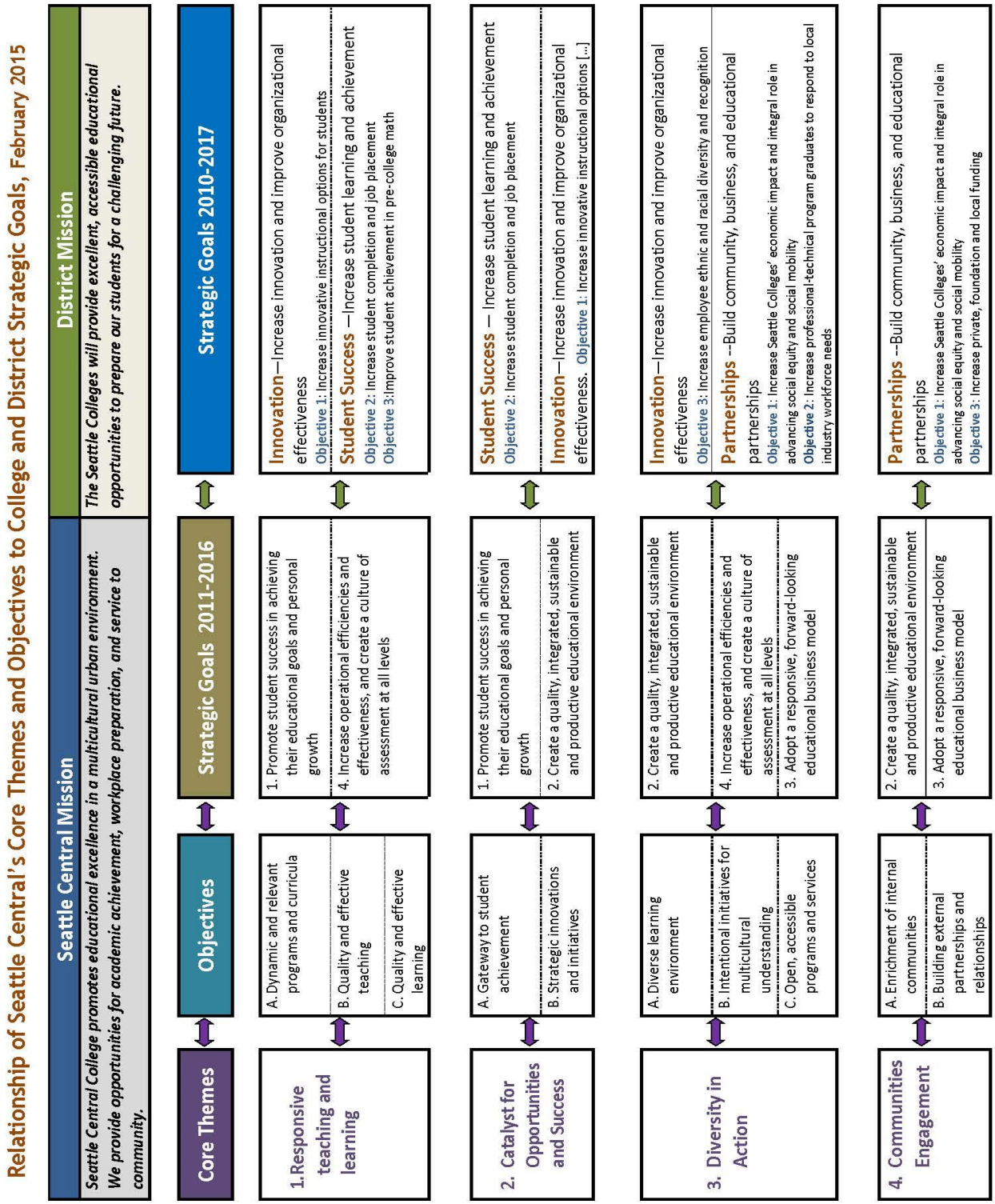
- Objective A. Broaden and diversify revenue sources to sustain the financial health of the college
- Objective B. Develop and expand community partnerships including those with businesses, industries, alumni, other organizations and educational institutions, locally and internationally
- Objective C. Improve and expand facilities to support college changes and growth by applying innovative approaches to develop state-of-the -art facilities and address deficiencies

- Objective D. Enhance and engage community support for the college's mission, strategic directions, and programs

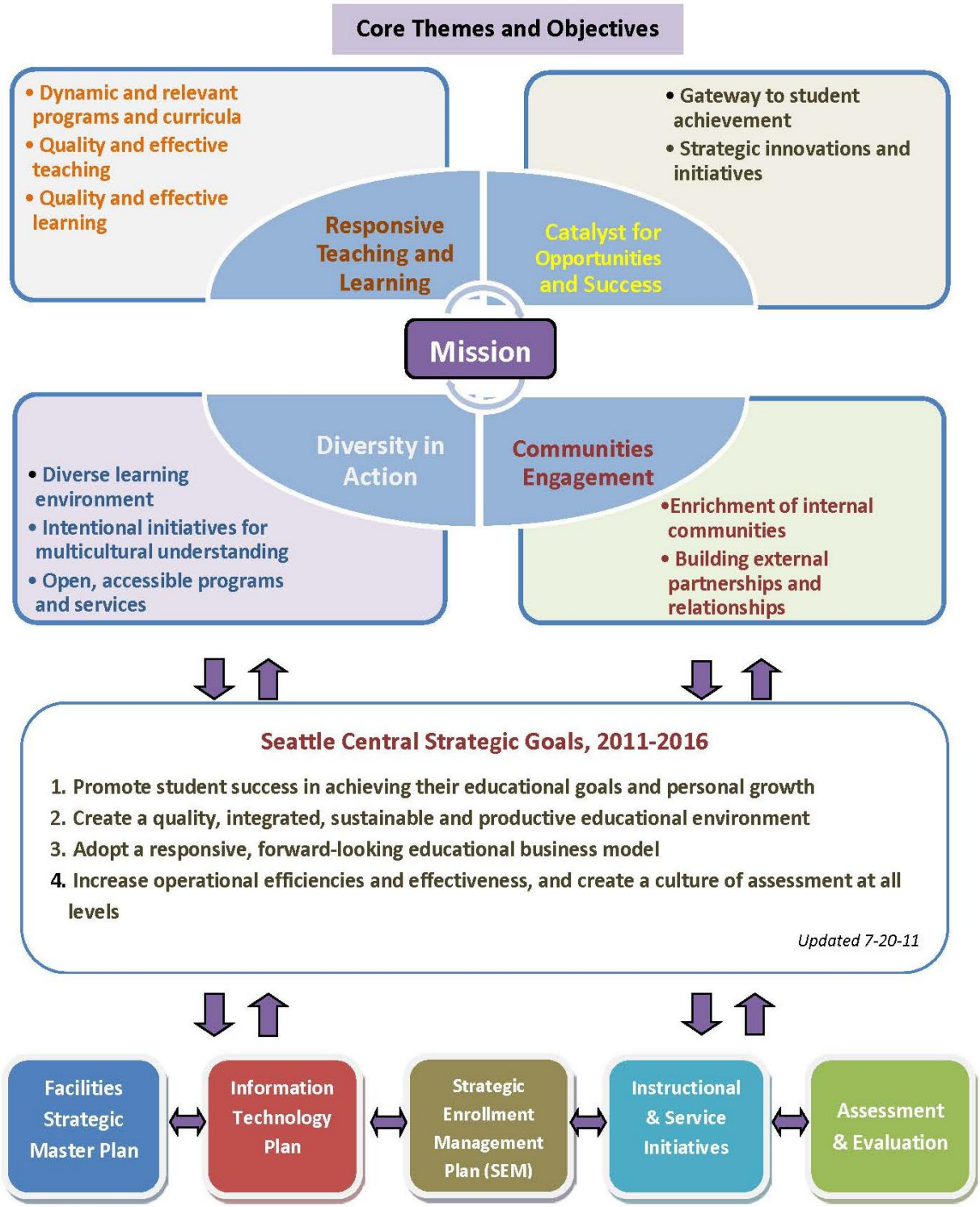
Goal 4. Increase operational efficiencies and effectiveness, and create a culture of assessment at all levels

- Objective A. Assess program quality and effectiveness of teaching and learning regularly to sustain a cycle of improvement
- Objective B. Use strategic planning and evaluation at all levels of the college to improve effectiveness and efficiencies
- Objective C. Selectively pursue and support educational initiatives to enhance learning and student support
- Objective D. Implement and evaluate student support services and processes for efficiency and effectiveness

Appendix 1.2 -- Relationships of Seattle Central's Core Themes and Objectives to College and District Strategic Goals, February 2015



Appendix 1.3 – Relationship of Core Themes and Objectives to College Strategic Goals and Plans



Appendix 2 -- 2011-2016 Strategic Plan

Seattle Central College
2011-2016 Strategic Plan

[As Approved by President's Cabinet – October 18, 2011]

Vision: Turn Seattle Central into a world class college and a global leader in preparing students to contribute locally, nationally and internationally

Goal 1. Promote student success in achieving their educational goals and personal growth

- Objective A. Offer excellent programs in academic transfer, professional and technical (workforce), basic skills, applied bachelor degrees and continuing education that meet market demands
- Objective B. Encourage and support innovation in curriculum, pedagogy and delivery
- Objective C. Establish, revitalize and select educational programs to address market changes and emerging opportunities
- Objective D. Manage enrollment, increase persistence and completion of certificates and degrees, congruent with the college's core themes

Goal 2. Create a quality, integrated, sustainable and productive educational environment

- Objective A. Sustain a clean and safe environment conducive to learning
- Objective B. Advance an engaging online environment that is relevant
- Objective C. Recruit and retain excellent faculty and staff, and allocate resources for professional development that results in institutional improvement
- Objective D. Promote a culturally diverse campus where all members model civility and tolerance

Goal 3. Adopt a responsive, forward-looking educational business model

- Objective A. Broaden and diversify revenue sources to sustain the financial health of the college
- Objective B. Develop and expand community partnerships including those with businesses, industries, alumni, other organizations and educational institutions, locally and internationally
- Objective C. Improve and expand facilities to support college changes and growth by applying innovative approaches to develop state-of-the -art facilities and address deficiencies
- Objective D. Enhance and engage community support for the college's mission, strategic directions, and programs

Goal 4. Increase operational efficiencies and effectiveness, and create a culture of assessment at all levels

- Objective A. Assess program quality and effectiveness of teaching and learning regularly to sustain a cycle of improvement
- Objective B. Use strategic planning and evaluation at all levels of the college to improve effectiveness and efficiencies
- Objective C. Selectively pursue and support educational initiatives to enhance learning and student support
- Objective D. Implement and evaluate student support services and processes for efficiency and effectiveness

Appendix 3

Strategic Action Plan Templates for 2015-2016

SEATTLE CENTRAL COLLEGE
One of the Seattle Colleges

Strategic Action Plan Template

For Academic Year 2015-16

Name	Administrative Services Program/Area	Date

Guidelines for using the template:

1. Reflect on your Strategic Action Plan submitted last year.
2. Identify an objective/goal from the Strategic Plan 14-15 (or core themes) for the College (up to a maximum of three objectives/goals for each program).
3. Identify a key activity that supports the fulfillment of your chosen major objective/goal (up to a maximum of three activities for each objective/goal).
4. Identify the desired result from each activity.
5. Identify the key performance indicator(s) for assessing progress toward the desired result.

1. Analysis and use of results – Reflect on last year's Strategic Action Plan (Successes and Challenges)

Key findings:
To what extent were the goals/purpose achieved?

What barriers were encountered?

Do you plan to continue with this action plan in the upcoming year? If so, will you modify/adapt your activity/function moving forward?

Other observations

SEATTLE CENTRAL COLLEGE
One of the Seattle Colleges

Strategic Action Plan Template

For Academic Year 2015-16

2. Key Goal/Objective for your division or program			
Program/Area/Professional Performance Goal/Objective (Optional)			
ALIGNMENT			
Core Theme Objective(s)/Outcome(s)	College Strategic Goal Objective(s)	Strategic Priorit(ies)	IT Strategic Objective(s)
3. Approach and Activities			
Activity/function – what is being done/will be done? Why is this important (compelling need)?			
Desired Result			
Performance Indicator(s) 1			
Performance Indicator(s) 2			
Identify any potential impediments that may hinder your ability to achieve the desired result:			

Strategic Action Plan Template

For Academic Year 2015-16

4. Additional Funding Requests	Considerations
Resources needed to support activity/function (supplies/equipment, staffing, etc.): *Please provide cost breakdown if available. Note that resources are limited, and may not be sufficient to support all requests.*	• Does it fit within the program, division and college? • How many students will be served? • What is the life cycle of the project? • How much ongoing support funding is required, if any? • Would this augment existing curriculum, if so how? • Would this create new curriculum opportunities? *If so has this curriculum been written and approved by the CRC?* • On a scale of 1 to 10 how important is this to the continued success of your program? (*1 nice if it were funded, 5 allows us to keep up with other local schools, 10 vital to our continued success)* • How will you assess the success of this request? *One year, three year and five year evaluations?* • Are there any potential corporate and community partners?
	Add Another Goal - Double-Click Here

SEATTLE CENTRAL COLLEGE
One of the Seattle Colleges

Strategic Action Plan Template

For Academic Year 2015-16

Name	Instructional Division	Date

Guidelines for using the template:

1. Reflect on your Strategic Action Plan submitted last year.
2. Choose a key goal/objective for your division for the upcoming academic year, that is aligned with the college Core Theme objectives/outcomes and/or strategic goal objectives, strategic priorities and the IT Strategic Plan Objectives for 2015-2016.
3. Specify an activity your division will undertake to address this goal/objective. List what actions need to be undertaken each quarter, by whom. Describe the intended results, and one or two indicators that will be most meaningful for assessing progress toward that result.
4. Describe additional funding requested to assist in achieving your goal or objective

1. Analysis and use of results – Reflect on last year's Strategic Action Plan (Successes and Challenges)
Key findings: To what extent were the goals/purpose achieved? What barriers were encountered? Do you plan to continue with this action plan in the upcoming year? If so, will you modify/adapt your activity/function moving forward? Did your activity/function receive special funding last year (e.g., one-time, equipment, grant, etc.)? If so, what were the sources and amounts? Other observations

SEATTLE CENTRAL COLLEGE
One of the Seattle Colleges

Strategic Action Plan Template

For Academic Year 2015-16

2. Key Goal/Objective for your division or program			
Division Goal/Objective			
ALIGNMENT			
Core Theme Objective(s)/Outcome(s)	College Strategic Goal Objective(s)	Strategic Priorit(ies)	IT Strategic Objective(s)
3. Approach and Activities			
Approach – over the course of the academic year, what will be done? Why is this important (compelling need)?			
TIMELINE: what specific actions must be done each quarter and by whom?			
FALL	WINTER	SPRING	
Action: People:	Action: People:	Action: People:	
Desired Result			

Evaluation Method	indicators

Strategic Action Plan Template

For Academic Year 2015-16

4. Additional Funding Requests	Considerations
Resources needed to support activity/function (supplies/equipment, staffing, etc.): *Please provide cost breakdown if available. Note that resources are limited, and may not be sufficient to support all requests.*	• Does it fit within the program, division and college? • How many students will be served? • What is the life cycle of the project? • How much ongoing support funding is required, if any? • Would this augment existing curriculum, if so how? • Would this create new curriculum opportunities? *If so has this curriculum been written and approved by the CRC?* • On a scale of 1 to 10 how important is this to the continued success of your program? (*1 nice if it were funded, 5 allows us to keep up with other local schools, 10 vital to our continued success)* • How will you assess the success of this request? *One year, three year and five year evaluations?* • Are there any potential corporate and community partners?
Add Another Goal - Double-Click Here	

SEATTLE CENTRAL COLLEGE
One of the Seattle Colleges

Strategic Action Plan Template

For Academic Year 2015-16

Name	Student Services Program Area	Date

Guidelines for using the template:

1. Reflect on your Strategic Action Plan submitted last year.
2. Choose a small number of key activities/functions e.g., those aligned with your own performance goals for this year, that are aligned with the college Core Theme objectives/outcomes and/or strategic goal objectives and strategic priorities 2015-2016.
3. Identify one or two indicators that will be most meaningful for assessing progress toward the desired result. The grid below is set up for recording up to two evaluation methods/indicators for a particular Activity/function. You may add or subtract as appropriate.

1. Analysis and use of results – Reflect on last year's Strategic Action Plan (Successes and Challenges)
Key findings: To what extent were the goals/purpose achieved? What barriers were encountered? Do you plan to continue with this action plan in the upcoming year? If so, will you modify/adapt your activity/function moving forward? Did your activity/function receive special funding last year (e.g., one-time, equipment, grant, etc.)? If so, what were the sources and amounts? Other observations

SEATTLE CENTRAL COLLEGE
One of the Seattle Colleges

Strategic Action Plan Template

For Academic Year 2015-16

2. Key Goal/Objective for your division or program			
Program/Area/Professional Performance Goal/Objective (Optional)			
ALIGNMENT			
Core Theme Objective(s)/Outcome(s)	College Strategic Goal Objective(s)	Strategic Priorit(ies)	IT Strategic Objective(s)
3. Approach and Activities			
Activity/function – what is being done/will be done? Why is this important (compelling need)?			
Desired Result			
Evaluation Method 1		Indicator(s) 1	
Evaluation Method 2		Indicator(s) 2	

Strategic Action Plan Template

For Academic Year 2015-16

4. Additional Funding Requests	Considerations
Resources needed to support activity/function (supplies/equipment, staffing, etc.): *Please provide cost breakdown if available. Note that resources are limited, and may not be sufficient to support all requests.*	• Does it fit within the program, division and college? • How many students will be served? • What is the life cycle of the project? • How much ongoing support funding is required, if any? • Would this augment existing curriculum, if so how? • Would this create new curriculum opportunities? *If so has this curriculum been written and approved by the CRC?* • On a scale of 1 to 10 how important is this to the continued success of your program? (*1 nice if it were funded, 5 allows us to keep up with other local schools, 10 vital to our continued success)* • How will you assess the success of this request? *One year, three year and five year evaluations?* • Are there any potential corporate and community partners?
Add Another Goal - Double-Click Here	

Appendix 4

Examples of Approved Courses

SEATTLE COLLEGES
Central · North · South · SVI

HUM270 - Comic Books, Manga and Graphic Novels

Document Type: Master Course Outline Supplemental
Proposal Type: Revision
Requester(s): Leonard Rifas
College: Central
Origination Approved: 10/20/2014 - 6:28 PM

BASIC INFORMATION

Requester(s): Leonard Rifas

College: Seattle Central College

Division/Dept: Humanities & Social Sciences

Dean: Bradley H Lane

Peer Reviewer(s): Carl J Waluconis

COLLEGE SUPPLEMENTAL

Proposed Quarter of Implementation: Winter 2015 ☐ Request Provisional Exception

Class Capacity: 35

Note: The following questions are being asked in order to fulfill Seattle Colleges District VI and AFT Seattle, Local 1789 Agreement language:

Have you discussed the class cap for the course with your unit administrator and with other unit faculty that will be teachi course?

☑ Yes, discussion has been held.

Is the class cap number that you have indicated mutually agreed upon by unit faculty and unit administrators?

☑ Yes, agreement has been reached.

Modes of Delivery: (Check all that apply)

☑ Fully On Campus ☑ Fully Online ☑ Hybrid ☐ Correspondence ☐ Credit by Exam
☐ Seminar ☐ Visual Media ☐ Other Explanation:

Support Statement - Hybrid & Online Modes of Delivery:

In a hybrid course, 50% of quarterly instructional hours could be moved to web-delivery. The course at present uses web-based resources in a limited way, and recommends many more web-based resources as optional readings. If converted to a hybrid mode, the content and assignments would be adjusted to emphasize working with the many, high-quality websites that pertain to comic books, to manga, to graphic novels and to comics scholarship.

In the half of the course taught face-to-face, students would engage in activities including but not limited to: (1) directly handling comics from around the world in a variety of formats, to better understand ways that the material qualities of comics have influenced their content and have been

recognized as defining features of comics; (2) receiving cartooning lessons, with unmediated assistance from the instructor; and (3) presenting their comics-related research findings to each other. In the online half of a hybrid course, students would engage in such activities as (1) exploring research questions by using various archives of web-posted public-domain comics; (2) watching web-posted documentary films and video-recordings of some of the instructor's slide-lectures;(3) participating in web-posted discussions with other students, and learning about the variety of web-posted discussions pertaining to comics, manga, graphic novels, and comics scholarship.

The assessment of the face-to-face portion of the course would remain as before: through their cartooning project, their research project, quizzes, in-class writing and weekly writing assignments. The online activities would be assessed for their contribution to student performance on their research projects, quizzes, in-class writings and weekly writing assignments, and they would receive recognition for substantive participation in online discussions.

The connections between the face-to-face and online portions of the course can be designed so that each mode further develops the themes introduced in the other as they alternate through the quarter.

In a completely online version of the course, the same general structure could be adapted further. Students would be required to provide evidence of their independent experiences with comics as material objects. Cartooning lessons could be conducted using Skype or other web-video products to allow the instructor to supervise each student's drawings in real time. Students presentations to each other might take a variety of forms, some more textual, some more graphic, and some more audio-visual, but with a clear set of requirements to assure quality.

Select the Special Designation(s) this course will satisfy, if applicable:

(No Special Designations Selected)

Class Schedule Description:

Survey the history of comic books, manga and graphic novels. Study cartoonists' works as channels of human expression and as evidence of changing and differing cultural conditions. Learn the basics of cartooning. Research self-chosen questions pertaining to "sequential art."

Course Prerequisite(s):

English 101 Eligibility

Course Corequisite(s):

None

AA Degree Outcomes: (If Applicable)

Communication (Reading, Oral or Signed, Written, Other Forms of Expression)

Explain meaning of written work, presentations, arts, and media in different contexts and present oral, signed, written, or other forms of expression to increase knowledge, foster understanding, or promote change in an audience.

Global Learning and Intercultural Knowledge and Competence

Critically analyze complex, interdependent, national and global systems, and their legacies and implications, regarding the distribution of power. Reflect on how one's position in these systems affects both local and global communities. Apply a set of cognitive, affective, and behavioral skills that support effective and appropriate interaction in a variety of cultural contexts.

Creative Thinking

Synthesize existing ideas, images, or expertise in original ways.

Information Literacy

Identify, locate, and evaluate needed information in a complex and changing environment. Effectively and responsibly use that information to develop ideas, address issues, and solve problems.

College Wide Learning Outcomes:

Think

Create and appreciate aesthetic work

Comics, manga and graphic novels will be presented as having an artistic dimension, and each student will create an original short work in comics format.

Communicate

Organize and present information purposefully

Students will present to the class the findings of an original research project (which also involves the various outcomes listed in the section on thinking.)

Mission and Values: How does the course support the college's Mission and Values?

This course on comics provides both academic and practical instruction, emphasizes a global focus, and uses diverse methods to accommodate those with varied learning styles.

Core Themes Reflected in this Course:

Responsive Teaching and Learning:
Students' final projects will be on research questions that each student chooses individually (with the instructor's guidance and advice.)
Catalyst for Opportunities and Success:
Students will gain practical skills in using cartooning as a means of communication, and learn about places where they can use these skills.
Diversity in Action:
Instruction will emphasize how cartooning has developed in different times and places, and has been used to both dehumanize and rehumanize images of people with various identities.
Communities Engagement
Service Learning will be an option in this class.

Program / Degree Outcomes:

Communication: Through readings, lectures and discussion, students will gain understanding of how comics, manga and graphic novels have been used to communicate information, to promote opinions, to imagine new worlds, and to express aspects of their creators' experiences. In addition to their discussions, students will have opportunities to share their interpretations of these works through written assignments and, if they choose, their final presentations.

Global learning: By considering examples from different times and places, students will have opportunities to learn how works in these media have functioned as part of global systems of cultural power and influence. Comics have developed as a global language with many local variants and histories. The class will explore how comics have both marginalized and demeaned those with various cultural identities, and also re-humanized those it had previously stigmatized.

Creative Thinking: The course will teach students to express their ideas using hand-drawn images to create original works in comics format.

Information Literacy: Especially through their final projects, students will gain practice locating, evaluating and using information that helps to answer a research question or to explore a topic of their own choosing.

Course Student Learning Outcomes:

Upon completion of the course, students will be able to:

1. explain the main steps of the evolution of the comics format
2. recognize the work of the most influential artists in the comics medium
3. apply the basic principles of cartooning to create an original and understandable work in comics format
4. present research on a question related to sequential art

Assessment:

Student understanding will be evaluated through quizzes, in-class writing, other writing assignments, a cartooning project and a research project.

Explain why this course is being revised:

The original course title "Sequential Art" does not clearly communicate the subject of this class. A more descriptive course title will better attract students interested in comics.
Also, in the years since this class was originally offered it has become practical to offer this class online, including the cartooning lessons. I propose to offer the course not only face-to-face, but also in hybrid and Distance Learning versions.
This revision also has allowed an opportunity to complete some sections of the course proposal which had been left blank.

Sample Syllabus:

HUM 270, SCCC
Fall, 2013

Sequential Art: History and Criticism of Comic Books and Graphic Novels
5 credits (Monday and Wednesday, 1:00-3:30, BE 3200
Leonard Rifas (pronounced "WRY-fuss"; call me "Leonard" or "Mr. Rifas.")
Phone: 206-934-3130 (I suggest that you confirm by email anything that you would like me to remember.)
Office: BE 4154
Email: leonard.rifas@seattlecolleges.edu

Course Description:
In this class we will consider the history, achievements and problems of comic books and graphic novels. Comics, under one name or another, have been around for many years, but have achieved legitimacy relatively recently. We will study how they grew to become accepted and respected media.
Graphic, sequential storytelling offers particularly attractive, convenient and promising opportunities to gain skills in "media literacy." This course surveys the history of comic books and graphic novels in relation to publishing, art, literature, film and digital media, and in relation to various ethical problems of representation. We will study cartoonists' works both as channels of human expression, and as evidence of changing and differing cultural conditions.

For those who love to read comics, we are living in wonderful times! Although sales of comic

books are past their peak, in the United States and around the world, the rise of the graphic novel as a medium for artistic expression has allowed cartoonists to accomplish works of greater complexity, depth and maturity.

Course Purpose and Goals:

1. Students in this course will **develop an appreciation for** the visual and narrative dimensions of comics (learning to analyze cartooning as a composite form of **art** and **literature.**)
2. Students will **gain knowledge** of comics as a flexible and influential **medium**.
3. Through their written assignments and other coursework, students will improve their skills in **language proficiency and critical thinking**.
4. The course will **introduce students to several theoretical perspectives** for analyzing how comics (and other verbal-visual media) communicate meaning, thus **helping them interpret such works with greater depth and understanding**.
5. We will read graphic narratives that provide launching pads for discussion of **larger, social issues**, including war, race and ethnicity, gender, class, sexual orientation, nationality and globalization.

This will be a **rigorous, demanding, but enjoyable** course.

Course Method

The methods most frequently used in this class will include illustrated lectures, watching short films and documentaries, reading the course reader, group discussions, in-class activities, writing assignments, guest speakers and cartooning lessons. I require your regular attendance.

ADA Accommodations:
If you need course accommodations based on a documented disability, or have any emergency medical information about yourself, or need special arrangements in case the building must be evacuated, please make an appointment to speak with me about it as soon as possible.

Information about the Instructor:

I have extensive qualifications for undertaking this work, including a career as an educational comic book publisher-cartoonist, a comics-related M.A. thesis, publications in The Comics Journal, the International Journal of Comic Art and elsewhere, academic conference papers, and so forth, as partially described in my listing in the online "Directory of Comics Scholars" at http://www.english.ufl.edu/comics/scholars/directory/pt.html#rifas.

My educational philosophy centers on coaching students to become competent investigators of their self-chosen questions, for their own benefit as individuals, and to serve the larger society's needs for an intellectually capable citizenry in this time of global crisis. Comics provide an especially suitable material for studying questions of art, entertainment and media democracy.

Required Texts, Supplemental Readings, and Materials

Students will use a required packet of readings assembled by the instructor, consisting of essays, book chapters, commentary, and examples, which will be available from the SCCC copy center. In addition, we will use An Anthology of Graphic Fiction, Cartoons and True Stories, edited by Ivan Brunetti, and a Keiji Nakazawa comic that I will distribute in class.

Feedback and Evaluation

Course grades will be based on quizzes (20% of course grade), participation in in-class assignments (20%), short weekly written assignments (20%), participation in a class-drawn comics project (20%) and a final project (20% of course grade.) I will accept late work for half-credit (but in the case of the final presentation, I will only accept late work if an alternate presentation time becomes available.)
No assignments that include plagiarized material will be accepted for credit.
Students will have the option of proposing an alternate formula for evaluating your work by the end of the second week of the quarter. The instructor promises to consider, but makes no promise to accept, such proposals.

Course Outline:

HUM270 13f		Monday		Wednesday	

Week One:	1309.23	1309.25
Introduction For reading assignment, see the Packet, pages: w1-1-50	**Introduction** Syllabus, Pre-examination, **A history of comics as property and commons**	**The term assignment** **Defining the field** Cartooning lesson: Basics of Cartooning
Week Two:	1309.30	1310.02
Strips & Superheroes For reading assignment, see the Packet, pages: w2-1-30	**Quiz One** Invitation to Service Learning **A history of newspaper comics**	**Film:** Comic Book Superheroes Unmasked
Week Three:	1310.07	1310.09
Educational Comics For reading assignment, see the Packet, pages: w3-1-7	**Quiz Two Educational and Activist Cartooning (and decartooning)**	**Speakers:** **Kelly Froh and Eroyn Franklin** **Field Trip: Elliott Bay**
Week Four:	1310.14	1310.16
War Comics For reading assignment, see the Packet, pages: w4-1-2	**Quiz Three** **Korean War Comics**	**Cartooning Lesson**
Week Five:	1310.21	1310.23
Manga For reading assignment, see the Packet, pages: w5-1-38	**Quiz Four** **Manga**	**Keiji Nakazawa,** Hadashi no Gen **(1989)** Barefoot Gen **(1987) 80m**
Week Six:	1310.28	1310.30
Underground Comix For reading assignment, see the Packet, pages: w6-1-20	**Quiz Five** **The "cultural revolution" in comix**	**Guest Speaker:** **Joyce Farmer**
Week Seven:	1310.04	1311.06
Graphic Novels For reading assignment, see the Packet, pages: w7-1-14	**A survey of graphic novels**	**Cartooning Lesson**
Week Eight:	1311.11	1311.13
Sex and Comics No assigned readings	VETERAN'S DAY	**Sex and Comics**
Week Nine:	1311.18	1311.20
Comics and Colonialism For reading assignment, see the Packet, pages:	**Cartooning lesson**	Tintin in the Congo: Comics and colonialism

w9-1-31					
Week Ten:		1311.25		1311.27	
Presentations		**Presentations**		**Presentations**	**SAT: SHORT RUN 11.30**
Week Eleven:		1312.02		1312.04	
Presentations		**Presentations**		**Presentations**	
Week Twelve:		1312.09 Finals Schedule: 1:00-3:00			
Presentations		**Presentations**			

The plan:
Assigned Readings

Most readings are from the **Reading Packet** (available from the Copy Center on the third floor) and the required text: **An Anthology of Graphic Fiction, Cartoons & True Stories**, edited by Ivan Brunetti (available from the Student Bookstore.) Each week's assignments are described in greater detail in the reader. The Packet also provides many suggestions for further research, and the Anthology includes many valuable pieces which I have not assigned.

Week one: Introduction, Definitions, Fandom, Materiality, Visual Communication
Reader: Eisner, McCloud, Eisner. Harvey, Horrocks and/or Cohn; Lester, Groensteen
Anthology: Johnson, Herriman, Kurtzman, Kaz, Millionaire

Week two: Comic Strips, Superheroes
Reader: Jones, Eisner, Coogan, Lee, Raphael & Spurgeon, Kirby, Jones
Anthology: Spiegelman, Ware, Seth, Schulz and Sikoryak

Week three: Educational Comics
Reader: Rifas
Anthology: Spiegelman, Sacco, Collier

Week four: War
Reader: Wertham, Rifas,
Anthology: Burns

Week five: Manga and **Zines**
Reader: Schodt, Nakazawa, Froh, Franklin

Week six: Underground Comix
Reader: Donahue, Goodrick, Crumb
Anthology: Hayes, Crumb, Green, Kominsky-Crumb, Zwigoff/Armstrong, Pekar, Spiegelman, Deitch, Griffith

Week seven: Graphic Novels
Reader: Groth, Hatfield
Anthology: Sacco, Ware
Comic: Nakazawa

Week eight: Sex
Anthology: (optional readings) Rege, Jr., Bagge, Masereel, Gloeckner, Drechsler

Week nine: Colonialism and Comics
Reader: Hergé, Rifas, Pieterse
Anthology: Barry, White, Tomine, Hernandez brothers, Crumb, Clowes

Weeks ten through twelve: Presentations

Notations: List any additional course fees or any additional notes (e.g. Permission required)

The materials for the cartooning lessons will be supplied by the instructor. The bill for photocopying the zine of the class's work will be submitted to the Department. Students are responsible for the cost of photocopying the (b/w) handout or zine that is required as part of their final projects.

This is to certify that the above criteria have all been met and all statements are accurate to the best of my knowledge.

Faculty involved in originating this program:

Leonard Rifas	*Leonard Rifas*	9/30/2014
Print Name	**Signature**	**Date**

Dean:

Bradley H Lane	*Bradley H Lane*	9/29/2014
Print Name	**Signature**	**Date**

Results of CSCC Origination Committee Findings

Participating Faculty Response and Remarks

[X] Recommended for approval

[ ] Not recommended for approval

Chairman, Curriculum & Instruction Committee:

Dan Loos	*Dan Loos*	10/14/2014
Print Name	**Signature**	**Date**

Vice President for Instruction:

Wai-Fong Lee	*Wai-Fong Lee*	10/20/2014
Print Name	**Signature**	**Date**

SEATTLE COLLEGES
Central · North · South · SVI

RCP323 - Pathophysiology for Respiratory Care

Document Type: District Master Course Outline
Proposal Type: New Course
Requester(s): Fred Goglia Jennifer Clark Scott J Mahoney
College: Central
Origination Approved: 12/08/2014 - 11:51 AM

BASIC INFORMATION

Requester(s): Fred Goglia
Jennifer Clark
Scott J Mahoney
College: Seattle Central College
Division/Dept: Allied Health
Dean: David A Gourd

COURSE INFORMATION

Proposed Course Number:
Prefix: **RCP** Number: **323**

☐ Request a new Prefix
☐ This will be a common course

Full Title: Pathophysiology for Respiratory Care

Abbreviated Title: Patho

Catalog Course Description:
Encompasses a study of the concepts and principles by which disease alters the normal function of the cardiopulmonary system. Emphasis will be on development of the respiratory care plan in the context of Respiratory Failure, Asthma, Chronic Obstructive Pulmonary Disease, Cystic Fibrosis, Postoperative Atelectasis, Interstitial Lung Disease, Neuromuscular disease, Bacterial Pneumonia, Tuberculosis, and Sleep Disordered Breathing. Prereq: Completion of 1st quarter courses with minimum GPA of 2.0

Course Length: 11 Weeks ☐ Request an Exception

Topical Outline:

Respiratory failure
Asthma
Chronic Obstructive Pulmonary Disease
Cystic Fibrosis
Atelectasis
Interstitial Lung Disease
Neuromuscular Diseases
Pneumonia
Sleep Disordered Breathing
Tuberculosis

COURSE CODING

Funding Source: 1.....State

Institutional Intent: 21.....Vocational Preparatory

This Course is a requirement for the following program(s):

Program Title
BAS-ALLIED HEALTH (32H)

☐ My Course Proposal is a requirement for a program not on this list

Will this course transfer to a 4-year university? **No**

Is this course designed for Limited English Proficiency? **No**

Is this course designed for Academic Disadvantaged? **No**

Does this course have a Workplace Training component? **No**

CIP Code: 51.0000 ☐ Request Specific CIP Code

EPC Code: 32H ☐ Request Specific EPC Code

Credits:

Will this course be offered as Variable Credit? **No**

List Course Contact Hours

Lecture (11 Contact Hours : 1 Credit)	22
Lab (22 Contact Hours : 1 Credit)	0
Clinical Work (33 Contact Hours : 1 Credit)	0
Other (55 Contact Hours : 1 Credit)	0
Total Contact Hours	22
Total Credits	2

COLLEGE SUPPLEMENTAL

Proposed Quarter of Implementation: NA ☑ Request Provisional Exception

Needed for Winter 2015

Class Capacity: 25

Note: The following questions are being asked in order to fulfill Seattle Colleges District VI and AFT Seattle, Local 1789 Agreement language:

Have you discussed the class cap for the course with your unit administrator and with other unit faculty that will be teac the course?

☑ Yes, discussion has been held.

Is the class cap number that you have indicated mutually agreed upon by unit faculty and unit administrators?

☑ Yes, agreement has been reached.

Modes of Delivery: (Check all that apply)

☑ Fully On Campus ☐ Fully Online ☐ Hybrid ☐ Correspondence ☐ Credit by Exam

☐ Seminar ☐ Visual Media ☐ Other Explanation:

Class Schedule Description:

Encompasses a study of the concepts and principles by which disease alters the normal function of the cardiopulmonary system. Emphasis will be on development of the respiratory care plan in the context of Respiratory Failure, Asthma, Chronic Obstructive Pulmonary Disease, Cystic Fibrosis, Postoperative Atelectasis, Interstitial Lung Disease, Neuromuscular disease, Bacterial Pneumonia, Tuberculosis, and Sleep Disordered Breathing. Prereq: Completion of 1st quarter courses with minimum GPA of 2.0

Course Prerequisite(s):

Successful completion of 1st quarter Respiratory Care Program courses with a minimum GPA of 2.0.

AA Degree Outcomes: (If Applicable)

College Wide Learning Outcomes:

Think

Gather, interpret, and evaluate information

Students apply diagnostic reasoning skills to a variety of clinical presentations. They synthesize subjective and objective information and posit a viable plan to treat a patient abnormality.

Communicate

Organize and present information purposefully

Students present a cohesive and evidence-based solution to a medical problem. Part of that process is effectively communicating the chain of evidence and a logical conclusion.

Connect

Identify and solve problems using logical strategies and evaluate results

Students use diagnostic reasoning skills in order to formulate strategies to care for and promote wellness in patients who have cardiopulmonary disease.

Continue Learning

Increase knowledge by identifying gaps and acting to fill them

Students use information literacy skills learned throughout the program to inform their clinical decision making practiced within the course.

Mission and Values: How does the course support the college's Mission and Values?

Respiratory Care practitioners, and the community they serve, have voiced the need for more highly trained respiratory care professionals and more respiratory educational opportunities for professional development and career advancement. Seattle Central College has met the need through the establishment of a Bachelors of Applied Science in Allied Health, Respiratory Care Track.

The mission of Seattle Central College's Respiratory Care Program is to provide respiratory care practitioners with the knowledge, skills, confidence, and professionalism needed to provide high quality respiratory care in complex, dynamic, and technically demanding environments.

In each course of the Seattle Central College Respiratory Care program, the values of leadership, diversity, research, compassion, ethics, professionalism, technical skills, and knowledge are examined and instilled. These values support and complement Seattle Central College's Mission and Values of a learning environment that is accessible, diverse, responsive, and innovative.

Accessible

The program fosters accessibility by housing a pathway through the colleges AAS-T in Allied Health into the Respiratory Care Program. This is a developmental pathway through a higher education system stemming from deep roots in workforce education.

Diverse

This program fosters diversity by employing an admissions process which values multicultural perspectives in our student body and emphasizes civic and professional life. We strive to have a diverse student body as well as prepare students to be inter-culturally competent by teaching multicultural communication skills and engaging students through a collaborative learning community.

Responsive

The program is responsive to both the student body and the community of interest. The program's design has been vetted through our Technical Advisory Committee as well as the national community of respiratory care practitioners. The curriculum is forward thinking in its design to enable learners to excel in today's health care environment as well as in the future.

Innovative

The program design, an educational track within the Bachelors of Applied Science in Allied Health, is novel because it supports the workforce demand by harnessing the transformative power of transfer education coupled with a high tech and demanding professional-technical program. This coupling is designed to produce more effective practitioners by providing the skills needed to adapt to the changing nature of the medical professions.

Core Themes Reflected in this Course:

Responsive teaching and learning

The respiratory care program continually works to update and provide relevant curriculum. Changing our degree to be a BAS in Allied Health is central in that effort. This change is focused on preparing workers for the next 20 years. We are integrating extended skills in evidence-based medicine, management, and education. These skills are well documented and not feasible in an associate degree.

Our program is independently accredited. As a portion of that accreditation process, we do extensive outcomes oriented assessment. We monitor student and graduate performance, job placement, achievement of outcomes, and their feedback on program effectiveness. We consistently rate at or above average in all areas as compared to national standards. Thus we are confident that our program and

course curriculum are relevant to both the industry and to our students.

Catalyst for opportunities and success

The program is a way in which students can realize two very important goals: 1) training in a marketable field and 2) achieving a higher education. We are now offering a Bachelors of Applied Science in Allied Health as our principal award. Our program is the first and only professional program offering a bachelor's degree--making the program unique and our graduates more highly sought after. Students benefit from gaining the skills needed to become a practitioner as well as the advantages and universal recognition of a bachelor's degree.

Communities engagement

The Respiratory Care Program is built on industry trends and community involvement. We have a robust respiratory care community in the Seattle area and many of the area's leaders serve an advisory role for us. These external partners are instrumental to our success. We partner with area facilities to provide clinical placement for our students. This essential partnership has been a foundation of our program's strength for many years. We partner with the leading institutions in the state and in some cases the country. Our students have the opportunity to train at premiere healthcare facilities such as Seattle Children's Hospital, Harborview Medical Center, University of Washington Medical Center, Providence/Swedish facilities and Virginia Mason Medical Center. All of these institutions provide quality care and are renowned for research. With our move to the Pacific Medical Tower, we will be uniquely positioned to have relationships with in-house clinics to provide basic respiratory care services where there were none before.

Diversity in Action

Our program promotes multicultural understanding by teaching the principles of multicultural communication, studying health disparities in American health care, and serving the diverse populations inherent to Seattle area healthcare facilities. We embrace a diverse student body to care for Seattle's diverse communities.

Program / Degree Outcomes:

Respiratory Care Program learning outcomes relevant to this course:
1. Perform quality respiratory care using affective, psychomotor and cognitive skills. (Think, Connect)
5. Promote cardiopulmonary health and wellness (Communicate, Connect)
8. Incorporate an understanding of health, illness, and cultural diversity into all aspects of respiratory care. (Think, Connect)
11. Synthesize new concepts by integrating prior learning, life experience and generalizing theoretical knowledge. (Think, Connect)
12. Use the principles of life-long learning to identify and address one's own limitations of knowledge, and skill. (Continue Learning)

Course Student Learning Outcomes:

At the conclusion of this course the learner will be able to:

1. Analyze clinical data for signs of cardiopulmonary disease. (PLO 1, 11)
2. Recognize patterns of physiologic changes during cardiopulmonary disease (PLO 8)
3. Create care plans for different disease states (PLO 1)

4. Recommend current evidence based strategies for the care of patients with cardiopulmonary disease. (PLO 1, 12)

5. Apply disease management principles to various disease states to promote wellness in patients with cardiopulmonary disease. (PLO 5, 8)

Assessment:

Formative assessment strategies are employed within the course: in-class discussions and assignments (research vignettes, for example). Summative assessments are also implemented: written work in the form of a paper or project and examinations on topics.
Strategies to evaluate the course's effectiveness at meeting the Program Learning Outcomes include assessments that take place in practicum rotations, program outcomes assessment in the form of employer and graduate evaluations, board examination success, program employment rate, and input from the program's technical advisory committee.

Explain why this course is being created:

It is part of the BAS in Allied Health Respiratory Care track. It is part of the core curriculum.

This is to certify that the above criteria have all been met and all statements are accurate to the best of my knowledge.

Faculty involved in originating this program:

Print Name	Signature	Date
Fred Goglia	Fred Goglia	10/7/2014
Jennifer Clark	Jennifer Clark	10/7/2014
Scott J Mahoney	Scott J Mahoney	10/7/2014

Dean:

Print Name	Signature	Date
David A Gourd	David A Gourd	10/13/2014

Results of CSCC Origination Committee Findings

Participating Faculty Response and Remarks

[X] Recommended for approval

[ ] Not recommended for approval

Chairman, Curriculum & Instruction Committee:

Print Name	Signature	Date
Dan Loos	Dan Loos	11/20/2014

Vice President for Instruction:

Print Name	Signature	Date
Wai-Fong Lee	Wai-Fong Lee	12/8/2014

Appendix 5 -- Courses Participating in Integrated Assignments, Winter 2015

Course / Section	Item No.	Class Time	No. of Students	No. of Poster Groups*
Hospitality 110/HY1	2210	8:15 a.m.	14	--
Sociology 101/02	1686	9:00 a.m.	35	7
English 101/05	0662	9:00 a.m.	23	10
Psychology 100/02	1618	9:00 a.m.	30	7
English 102/07	0689	10:00 a.m.	29	12
Geography 100/01	1493	10:00 a.m.	24	5
Environmental Science 101/01	1218	12:00 p.m.	23	5
Hospitality110/HY2	2212	2:00 p.m.	16	--
ABS 340	4340	--	22	22
Total			**215**	**68**

* **Presentations of posters and interview transcripts on March 12 and/or March 13.**

Appendix 6 -- 2013-14 Core Theme Progress Report

Criteria Used for Determining Progress Rating of Indicators of Achievement, Achievement of Core Theme Objectives, Core Themes, and Mission

Criteria for Rating of Progress

As explained in Revised Standard One, for each indicator of achievement (IA), the college sets a benchmark based on the rolling average of the previous three years when data is available. For some IAs, data of fewer than three years are used. When a five~point scale is used as a measure, the benchmark is set at 3.5.

For measuring the achievement of each indicator of achievement (IA), the college uses the following criteria to rate the progress of each IA:

Progress Rating	Evaluation Criteria
0	No previous data available to set the benchmark. Rating is not assigned, and the IA is excluded from the evaluation of core theme objective achievement.
1	Annual achievement is below 95% of the benchmark
2	Annual achievement is meeting at least 95% of the benchmark
3	Annual achievement is at least 10% higher than the benchmark

Criteria for Determining the Achievement of Outcomes, Core Theme Objectives, Core Themes, and College Mission:

- An outcome is considered achieved when 70% of the indicators of achievement (IAs) under the outcome are rated 2 or 3, excluding IAs rated as "0." IAs with "0" rating occur only when an IA is introduced in a new annual cycle and previous data is unavailable.
- A core theme objective is considered achieved when 70% of the IAs under the objective are rated 2 or 3, excluding IAs rated as "0."
- A core theme is considered achieved when 70% of all the IAs under the core theme are rated 2 or 3, excluding IAs with "0" rating.
- The college mission is considered achieved when 70% of the core theme objectives are achieved. The extent of mission fulfillment will also be measured based on the total number of IAs receiving the rating of 2 or 3.

Core Theme 1: Responsive Teaching and Learning

Table 1.1.1 ~ Objective 1.A: Dynamic and relevant programs and curricula				
Outcome 1.A.1: Curricula are reviewed and updated regularly to stay current.				
Number	**Indicator**	**Benchmark (3-year avg.)**	**Achievement 2013-2014**	**Rating of Progress**
1.A.1.a	Program reviews achieving annual target level based on review criteria in a 4-year cycle	75% (Target for 3rd yr.)	72%	2
1.A.1.b	Courses revised or created meeting new criteria	n/a	199	0
1.A.1.c	Programs that require external specialized accreditation achieved reaffirmed or approved accreditation status	88% (2008-2012)	100%	3

Table 1.1.2 ~ Objective 1.B: Quality and effective teaching				
Outcome 1.B.1: Faculty use a variety of innovative, student-centered pedagogies.				
Number	**Indicator**	**Benchmark (3-year avg.)**	**Achievement 2013-2014**	**Rating of Progress**
1.B.1.a	Success (passing) rates of students in coordinated study programs (CSP)	75%	84%	3
1.B.1.b	Success (passing) rates of I-BEST students	32%	56%	3
1.B.1.c	Success (passing) rates of students in courses that use integrative learning pedagogies	82%	80%	2
1.B.1.d	Proportion of faculty continuously updating pedagogy to improve teaching effectiveness [2012-2014]	Full-Time	94%	0
		Part-Time	88%	0
1.B.1.e	Faculty reporting improvement in student learning after pedagogy and/or curriculum change [Within the same class/In subsequent classes]	Full-Time (2012-14)	77% / 70%	0
		Part-Time (2012-14)	90% / 95%	0
Outcome 1.B.2: Faculty assess program and college-wide student learning outcomes (CWSLO) in courses.				
1.B.2.a	Faculty aligning course learning outcomes to CWSLO in assessment	**n/a**	28%	0
1.B.2.b	Faculty aligning course learning outcomes to program learning outcomes in assessment	n/a	33%	0

Table 1.1.3 ~ Objective 1.C: Quality and effective learning				
Outcome 1.C.1: Students are responsible and engaged learners.				
Number	**Indicator**	**Benchmark (3-year avg.)**	**Achievement 2013-2014**	**Rating of Progress**
1.C.1.a	Students participating in "active and collaborative" learning	n/a	55%	0
1.C.1.b	Students demonstrating "student effort" in learning	n/a	49%	0
1.C.1.c	Persistence rates of degree seeking students participating in tutoring supported by the Learning Support Network (LSN)	78%	76%	2
Outcome 1.C.2: Students persist and make progress in their chosen programs.				
1.C.2.a	Persistence rates: fall to winter and fall to spring	69%	70%	2
		59%	60%	2
1.C.2.b	Persistence rate of Academic Transfer students: fall to winter and fall to spring	70%	69%	2
		60%	57%	2
1.C.2.c	Persistence rates of Professional-Technical students: fall to winter and fall to spring	81%	82%	2
		71%	73%	2
1.C.2.d	Persistence rates of BAS-ABS students	80%	83%	2
1.C.2.e	Educational level gains of ABE/ESL students	51%	47%	1

Core Theme 2: Catalyst for Opportunities and Success

Table 1.2.1 ~ Objective 2.A: Gateway to student achievement				
Outcome 2.A.1: Students succeed in passing first quarter courses and program entry requirements.				
Number	**Indicator**	**Benchmark (3-year avg.)**	**Achievement 2013-2014**	**Rating of Progress**
2.A.1.a	First quarter students succeed in passing courses taken in first quarter [with 2.0 or better]	39%	41%	2
2.A.1.b	Overall passing rate of students in developmental math [with 2.0 or better]	72%	70%	2
2.A.1.c	Students pass English 101 [with 2.0 or better]	77%	75%	2
2.A.1.d	Students who began in developmental math pass at least one quantitative reasoning course	14%	18%	3
Outcome 2.A.2: Students complete programs, degrees, and certificates.				
2.A.2.a	Degrees and certificates awarded as a percentage of enrollment	26%	26%	2
2.A.2.b	Program completion rate – academic transfer	22%	22%	2
2.A.2.c	Program completion rate – professional-technical	34%	31%	1
2.A.2.d	Program completion rate –BAS programs	56%	57%	2
2.A.2.e	Program completion rate – H.S. diploma /GED	6%	6%	2
2.A.2.f	Student passing rates in professional licensing exams	86%	87%	2
Outcome 2.A.3: Students transfer, obtain employment, and attain educational goals.				
2.A.3.a	Students transferring to four-year institutions in WA [As a % of academic transfer enrollment]	29%	27%	1
2.A.3.b	Student employment rates	71%	72%	2
2.A.3.c	Students attaining their educational goals	83%	82%	2
2.A.3.d	Basic skills students transitioning to college level courses	13%	14%	2

Table 1.2.2 ~ Objective 2.B: Strategic innovations and initiatives				
Outcome 2.B.1: Innovative initiatives improve student persistence/retention.				
Number	**Indicator**	**Benchmark (3-year avg.)**	**Achievement 2013-2014**	**Rating of Progress**
2.B.1.a	Integrated assignments – students persist to complete their courses	86%	93%	3
2.B.1.b	Productive persistence – students re-enroll in three successive quarters	50% (2 year avg.)	68%	3
Outcome 2.B.2: Innovative initiatives improve student opportunities and success.				
2.B.2.a	Success rates of students in initiatives passing gatekeeper courses	78%	80%	2
2.B.2.b	Success rates of students in initiatives attaining 45 college-level credits	16%	15%	2
2.B.2.c	Success rate as demonstrated in Student Achievement Points Per Student (SBCTC)	154	156	2

Core Theme 3: Diversity in Action

Table 1.3.1 ~ Objective 3.A: Diverse learning environment				
Outcome 3.A.1: Instructional programs infuse diversity and global awareness into curricula.				
Number	**Indicator**	**Benchmark (3-year avg.)**	**Achievement 2013-2014**	**Rating of Progress**
3.A.1.a	Faculty integrating diversity and/or global themes in courses learning outcomes [2012-2014]	Full-Time	60%	0
		Part-Time	52%	0
3.A.1.b	Students benefiting from participation in global education activities [2013-2014]	n/a	42%	0
Outcome 3.A.2: The student body, faculty, and staff reflect levels of diversity achieved.				
3.A.2.a	Diverse student of color	56%	57%	2
3.A.2.b	Diverse faculty of color	27%	26%	2
3.A.2.c	Diverse classified staff of color	37%	32%	1
3.A.2.d	Diverse exempt staff of color, i.e., professional, managerial, and administrative	53%	48%	1
3.A.2.e	Proportion of degrees and certificates awarded to students of color	52%	55%	2
Outcome 3.A.3: Diverse services on campus and online that support the learning environment.				
3.A.3.a	Student satisfaction of onsite student services support [5-point scale]	3.50	3.57	2
3.A.3.b	Student satisfaction of online student services support [5-point scale]	3.50	3.53	2
3.A.3.c	Student satisfaction of information technology (IT) support services in labs, classrooms, and library [5-point scale]	3.50	3.85	2
3.A.3.d	Student satisfaction of campus facilities and safety [5-point scale]	3.50	3.23	1

Table 1.3.2 ~ Objective 3.B: Intentional initiatives for multicultural understanding				
Outcome 3.B.1: Students participate in cross-cultural activities that promote cultural understanding, communication, and connections.				
Number	**Indicator**	**Benchmark (3-year avg.)**	**Achievement 2013-2014**	**Rating of Progress**
3.B.1.a	Students participating in cross-cultural activities [2013-2014]	n/a	50%	0
3.B.1.b	Students benefiting from participating in cross-cultural activities [2013-2014]	n/a	47%	0

Table 1.3.3 – Objective 3 C: Open, accessible programs and services				
Outcome 3.C.1: College offers programs and services for traditionally underserved student populations.				
Number	**Indicator**	**Benchmark (3-year avg.)**	**Achievement 2013-2014**	**Rating of Progress**
3.C.1.a	Persistence rates of first generation students [fall-to-winter, fall-to-spring]	68%	76%	3
		56%	66%	3
3.C.1.b	Persistence rates of veterans and students with disabilities [fall-to-winter, fall-to-spring]	72%	70%	2
		63%	60%	2
3.C.1.c	Persistence rates of low income students: <150% of the poverty line [fall-to-winter, fall-to-spring]	71%	79%	3
		57%	65%	3
Outcome 3.C.2: Students have access to diverse modes of instructional deliveries and learning support.				
3.C.2.a	Success (passing) rates in online courses	69%	72%	2
3.C.2.b	Success (passing) rates in distance education	67%	69%	2
3.C.2.c	Student satisfaction from participating in cooperative education (e.g., internships) [5-point scale]	3.50	4.6	3
3.C.2.d	Student satisfaction from participating in service-learning [5-point scale]	3.50	4.71	3

Core Theme 4: Communities Engagement

Table 1.4.1 ~ Objective 4.A: Enrichment of internal communities				
Outcome 4.A.1: Students and faculty collaborate across program and disciplinary boundaries.				
Number	**Indicator**	**Benchmark (3-year avg.)**	**Achievement 2013-2014**	**Rating of Progress**
4.A.1.a	Persistence rates of students engaging in cross-program and discipline collaboration [fall to winter,	79%	96%	3
	fall to spring]	77%	89%	3
4.A.1.b	Faculty benefiting from cross-program and discipline collaboration [2012-2014]	Full-Time	87%	0
		Part-Time	78%	0
Outcome 4.A.2: Students actively participate in college committees and councils as well as student organizations.				
4.A.2.a	Students participating on college committees, councils, and student organizations	1,070	831	1
4.A.2.b	Students earning student development (leadership) transcripts	494	577	3

Table 1.4.2 ~ Objective 4.B: Building external partnerships and relationships				
Outcome 4.B.1: College strengthens or expands partnerships and relationships with employers and community groups.				
Number	**Indicator**	**Benchmark (3-year avg.)**	**Achievement 2013-2014**	**Rating of Progress**
4.B.1.a	Increase in scholarships contributed by external donations	136	194	3
4.B.2.b	Student satisfaction of volunteering for community services [5-point scale]	3.50	4.61	3
4.B.2.c	Student satisfaction of cooperative education experience [5-point scale]	3.50	4.6	3
4.B.2.d	Student satisfaction of service-learning experience [5-point scale]	3.50	4.71	3
4.B.2.e	Meeting expectations of employers ~~a~~nd agencies partnering to offer cooperative education for students [5-point scale]	3.50	4,17	3
4.B.2.f	Meeting expectations of employers ~~a~~nd agencies partnering to offer service-learning for students	98%	98%	2
4.B.2.g	Technical Advisory Committee (TAC) members' satisfaction with the program and their contributions to program quality and student success [5-point scale]	3.50	3.6	2

Assessment of Achievements of Outcomes, Core Theme Objectives, Core Themes, and Extent of Mission Fulfillment

Core Theme 1 - Responsive Teaching and Learning

Table 1a – Achievement of Outcomes

Outcome No.	Outcome	No. of Indicators of Achievement (IAs)	No. of IAs Receiving Rating of 2 or 3	Achieved with 70% of IAs Receiving 2 and 3
1.A.1	Curricula are reviewed and updated regularly to stay current	(3-1=) 2	2	100%
1.B.1	Faculty use a variety of innovative, student-centered pedagogies	(5-2=) 3	3	100%
1.B.2	Faculty assess program & college-wide student learning outcomes	(2-2=) 0	0	n/a
1.C.1	Students are responsible and engaged learners	(3-2=) 1	1	100%
1.C.2	Students persist & make progress in their chosen programs	5	4	80%
	Subtotal	**11**	**10**	**91%**

Table 1b- Achievement of Core Theme Objectives

Objective No.	Core Theme Objective	No. of Indicators of Achievement (IAs)	No. of IAs Receiving Rating of 2 or 3	Achieved with 70% of IAs Receiving 2 and 3
1.A	Dynamic and relevant programs and curricula	(3-1=) 2	2	100%
1.B	Quality and effective teaching	(7-4=) 3	3	100%
1.C	Quality and effective learning	(8-2=) 6	5	83%
	Subtotal	**11**	**10**	**91%**

Core Theme 2 - Catalyst for Opportunities and Success

Table 2a – Achievement of Outcomes

Outcome No.	Outcome	No. of Indicators of Achievement (IAs)	No. of IAs Receiving Rating of 2 or 3	Achieved with 70% of IAs Receiving 2 and 3
2.A.1	Students succeed in passing first quarter courses & program entry requirements.	4	4	100%
2.A.2	Students complete programs, degrees, & certificates.	6	5	83%
2.A.3	Students transfer, obtain employment, and attain educational goals.	4	3	75%
2.B.1	Innovative initiatives improve student persistence/retention.	2	2	100%
2.B.2	Innovative initiatives improve student opportunities & success.	3	3	100%
	Subtotal	**19**	**17**	**89%**

Table 2b – Achievement of Core Theme Objectives

Objective No.	Core Theme Objective	No. of Indicators of Achievement (IAs)	No. of IAs Receiving Rating of 2 or 3	Achieved with 70% of IAs Receiving 2 and 3
2.A	Gateway to student achievement	14	12	86%
2.B	Strategic innovations and initiatives	5	5	100%
	Subtotal	**19**	**17**	**89%**

Core Theme 3 - Diversity in Action

Table 3a – Achievement of Outcomes

Outcome No.	Outcome	No. of Indicators of Achievement (IAs)	No. of IAs Receiving Rating of 2 or 3	Achieved with 70% of IAs Receiving 2 and 3
3.A.1	Instructional programs infuse diversity & global awareness into curricula.	(2-2=) 0	0	n/a
3.A.2	The student body, faculty, and staff reflect levels of diversity achieved.	5	3	60%
3.A.3	Diverse services on campus & online that support the learning environment.	4	3	75%
3.B.1	Students participate in cross-cultural activities that promote cultural understanding, awareness & connections.	(2-0=) 0	0	n/a
3.C.1	College offers programs & services for traditionally under-served student populations.	3	3	100%
3.C.2	Students have access to diverse modes of instructional deliveries & learning support.	4	4	100%
	Subtotal	**16**	**13**	**81%**

Table 3b – Achievement of Core Theme Objectives

Objective No.	Core Theme Objective	No. of Indicators of Achievement (IAs)	No. of IAs Receiving Rating of 2 or 3	Achieved with 70% of IAs Receiving 2 and 3
3.A	Diverse learning environment	(11-2=) 9	6	67%
3.B	Intentional initiatives for multicultural understanding	(2-2=) 0	0	n/a
3.C	Open, accessible programs and services	7	7	100%
	Subtotal	**16**	**13**	**81%**

Core Theme 4 - Communities Engagement

Table 4a – Achievement of Outcomes

Outcome No.	Outcome	No. of Indicators of Achievement (IAs)	No. of IAs Receiving Rating of 2 or 3	Achieved with 70% of IAs Receiving 2 and 3
4.A.1	Persistence rates of students engaging in cross-program & discipline collaboration [fall to winter, fall to spring]	(2-1=) 1	1	100%
4.A.2	Students actively participate in college committees & councils as well as student organizations.	2	1	50%
4.B.1	College strengthens or expands partnerships & relationships with employers & community groups	7	7	100%
	Subtotal	**10**	**9**	**90%**

Table 4b – Achievement of Core Theme Objectives

Objective No.	Core Theme Objective	No. of Indicators of Achievement (IAs)	No. of IAs Receiving Rating of 2 or 3	Achieved with 70% of IAs Receiving 2 and 3
4.A	Enrichment of internal communities	(4-1=) 3	2	67%
4.B	Building external partnerships and relationships	7	7	100%
	Subtotal	**10**	**9**	**90%**

Extent of Mission Fulfillment in 2013-2014

Mission Fulfillment Level Based on Outcomes

Table 5a – Achievement of Core Themes and Mission Based on Outcomes

Core Theme	No. of Outcomes	No. of Outcomes Achieved	Extent of Mission Achieved Based on Outcomes	Extent of Core Themes Achieved Based on IAs	Extent of Mission Achieved Based on IAs	
1	(5-1=) 4	4	100%	91%	11	10
2	5	5	100%	89%	19	17
3	(6-2) = 4	3	75%	81%	16	13
4	3	2	67%	90%	10	9
	16	**14**	88%	Avg. = 88%	56	49
					88%	

Mission Fulfillment Level Based on Core Theme Objectives

Table 5b – Achievement of Core Themes and Mission Based on Objectives

Core Theme	No. of Core Theme Objectives	No. of Core Theme Objectives Achieved	Extent of Mission Achieved Based on Objectives	Extent of Core Theme Achieved Based on IAs	Extent of Mission Achieved Based on IAs	
1	3	3	100%	91%	11	10
2	2	2	100%	89%	19	17
3	(3-1) = 2	1	50%	81%	16	13
4	2	1	50%	90%	10	9
	9	**7**	78%	Avg. = 88%	56	49
					88%	

Analysis of Core Theme Achievement and Mission Fulfillment in 2013-2014

Table 5a shows that core themes 1, 2, and 3 are achieved with 75% or 100%, but core theme 4 fell below achievement levels at 67%. However, when the achievement levels for 14 of the 16 outcomes are combined the overall core theme achievement level reaches 88%. A similar result is achieved when core theme achievement is evaluated based on core theme objectives. Table 5b shows the achievement of core themes 1 and 2 at 100% each, but core themes 3 and 4 are achieved at just 50%. Nevertheless, the achievement of 7 out of 9 core theme objectives also provides a combined core theme achievement level of 88%.

After assessing the results for outcomes and core theme objectives in the above tables, the college concludes that using the IA achievement results is the most accurate way to determine the achievement level of each core theme. In this method, the value of each IA and its contribution to the core theme achievement is treated equally, whereas other methods give disproportionate weight to outcomes or objectives with few IAs.

By applying this method to the 2013-2014 progress data, the college finds that it achieved all four core themes, each with a strong rating. Still, IAs with a rating of "1" signal areas that require improvement actions. The Accreditation Steering Committee and the Core Theme Teams have discussed these low-rated IAs in order to identify strategies and make improvement plans.

From now through the year-seven self-evaluation and visit (2014-2015 through 2018-2019), the college will analyze annual progress and assess individual indicators of achievement as well as outcomes and objectives. This analysis will inform plans for improvement strategies and actions as part of the continuing process for improvement.

Extent of Mission Fulfillment Achieved

As reflected by the level of core theme achievements, the extent of mission fulfillment in 2013-2014 is as follows:

- 88% based on achievement of outcomes
- 78% based on achievement of core them objectives
- 88% based on achievement of core themes
- 88% based on achievement of IAs

Appendix 7

Examples of Achievement Reports of Division/Department Strategic Action Plans

Strategic Action Plan Achievements for 2013-2014

Division/Department: HUMSS
Name: Bradley Lane **Date: 4 June 2014**
Action Plan No.:

This form is for reporting on achievements for the strategic action plans you created in summer or fall 2013 to be carried out in 2013-14. (Note: You will implement and report on the 2014-15 action plans you created at Strategic Planning Day in January 2014 next academic year).

Reflecting on one plan you completed for the 2013-2014 academic year and the activity/action you proposed that aligns with our strategic goal objectives and/or Core Theme objectives please complete the following report and use one form for each action plan. Attach a copy of the action plan to your completed report.

Use the accompanying documents to aid you.

- The attached file that contains:
  - 2011-2016 Strategic Plan Goals and Objectives
  - Core Theme Objectives and Outcomes
  - 2013-2014 Strategic Priorities
- Your 2013-2014 Strategic Action Plan(s)
- OPTIONAL: Strategic Plan and Core Theme Achievements template*

What did you achieve?
Goal: Increase student persistence and progress within the AA degree.
Aligns to Core Theme 1.C.2; Strategic Goal 1.D; Strategic Priority 1.D.

Indicators:
10% increase in hybrid sections
10% increase in online sections
Revised ENGL placement method in place in HP and in testing and advising
Completed survey data for Fine and Performing Arts emphasis
Survey designed for Equity and Social Justice Emphasis

Do you feel the outcome of the activity/action you proposed was:

NOT MET _X____ **IN PROCESS** _X____ **MET** __X___

Please explain:

Met:
10% increase in hybrid sections (actual increase: 12%)
10% increase in online sections (actual increase: 20%)

In Process:
Completed survey data for Fine and Performing Arts emphasis (2 quarters collected; 1 more quarter t collect)

Survey designed for Equity and Social Justice Emphasis (survey still being designed)

Not Met:
Revised ENGL placement method in place in HP and in testing and advising—Placement method has been designed but changeover from HP to CTClink has de-priortized making any adjustments to placement criteria in HP. Further, a district-wide redesign of pre-college ENGL sequence begun this year will change placement criteria again, making any current placement protocols provisional at best.

Comment on any indicators/evaluation methods used to illustrate the above outcome:

Reflecting on your results, what implications or changes in your program/department might you propose?
Based on this year's strategic action plan, we should continue to carry out the AA degree area of emphasis development process by analyzing student survey data and convening advisory committees that include stakeholders and community members in order to ascertain the viability of emphases in Fine and Performing Arts and Equity and Social Justice.

*****If you have other program/area achievements from this academic year that you would like to note, please complete the *enclosed* **Strategic Plan and Core Theme Achievements** template.

Strategic Action Plan Achievements for 2013-2014

Division/Department: Information Central
Name: Julia Buchans **Date:** 6/19/14
Action Plan No.: 3. START Orientations

This form is for reporting on achievements for the strategic action plans you created in summer or fall 2013 to be carried out in 2013-14. (Note: You will implement and report on the 2014-15 action plans you created at Strategic Planning Day in January 2014 next academic year).

Reflecting on one plan you completed for the 2013-2014 academic year and the activity/action you proposed that aligns with our strategic goal objectives and/or Core Theme objectives please complete the following report and use one form for each action plan. Attach a copy of the action plan to your completed report.

Use the accompanying documents to aid you.

- The attached file that contains:
  - 2011-2016 Strategic Plan Goals and Objectives
  - Core Theme Objectives and Outcomes
  - 2013-2014 Strategic Priorities
- Your 2013-2014 Strategic Action Plan(s)
- OPTIONAL: Strategic Plan and Core Theme Achievements template*

What did you achieve?
Information Central successfully offered both in-person and online START New Student Orientations to a total of **3880** new students for the 2013-2014 academic year. We collaborated with the Advising Office and Workforce Intake Advising to provide a comprehensive Orientation program, which included a new, pilot Group Advising and Registration session directly following the START PowerPoint presentation.

Do you feel the outcome of the activity/action you proposed was:

NOT MET _____ **IN PROCESS** _____ **MET** __X___

Please explain:
We provided convenient, accessible Orientations to support all new students in our target population, through either online or in-person formats. There was a small percentage of students in our target population that did not participate in START (5-10%), but each quarter the percentage shrank. We are optimistic this number will remain small.

Comment on any indicators/evaluation methods used to illustrate the above outcome:
In exit satisfaction surveys for in-person Orientations for the 2013-2014 academic year, new students consistently rank the Orientation as **satisfactory to excellent** in meeting their needs. Soon we will provide an exit survey attached to the online Orientation, to ensure continued quality with our online option.

Reflecting on your results, what implications or changes in your program/department might you propose?
While continuing to provide excellent facilitation for our in-person orientations, I would like to more seamlessly include Ambassadors within the presentation and group Advising & Registration sessions. I will be testing out ways to include more interactivity within the in-person sessions over the summer, and plan to work on updates to the online orientation, assuming this is a priority for the college.

<table>
<tr><td colspan="4">Core Theme Objective(s): Responsive Teaching & Learning (1.A.1.; 1.C.1.), Catalyst for Opportunities & Success (2.A.1.), Diversity in Action (3.C.2.), Communities Engagement (4.A.2).
Strategic Goal Objective(s): 1.B.; 1.D.; 2.B.; 4.C.</td></tr>
<tr><td colspan="4">Program/Area/Professional Performance Goal(s)/Objective(s):
1. Support new students to successfully enroll at SCCC (demonstrate how to register, apply for financial aid, look up classes, find resources/support, buy books, access services, etc…)
2. Encourage student involvement and engagement in leadership & co-curricular activities on campus</td></tr>
<tr><td colspan="4">Activity/function – what is being done?
START New Student Orientation (Mandatory new student orientation for all students [except Running Start, International and Basic/Transitional Studies students.] Students have the option to take either in-person or online START Orientations.)</td></tr>
<tr><td colspan="4">Desired Result (s):
Serve all new students (except certain special populations, as mentioned above) through convenient, accessible modalities, to support student matriculation/enrollment and increase persistence and success.</td></tr>
<tr><td>Evaluation method 1</td><td>Indicator(s)1</td><td colspan="2">Rubric for assessing performance based on indicators - definitions for each level</td></tr>
<tr><td rowspan="5">-A simple, satisfaction survey
a. For new students</td><td rowspan="5">-Level of satisfaction</td><td>1 - zero</td><td>Least satisfied</td></tr>
<tr><td>2</td><td></td></tr>
<tr><td>3</td><td>Moderately satisfied</td></tr>
<tr><td>4</td><td></td></tr>
<tr><td>5 - highest</td><td>Highly satisfied</td></tr>
<tr><td>Evaluation method 2</td><td>Indicator(s) 2</td><td colspan="2">Rubric for assessing performance based on indicators - definitions for each level</td></tr>
<tr><td rowspan="5"></td><td rowspan="5"></td><td>1 - zero</td><td></td></tr>
<tr><td>2</td><td></td></tr>
<tr><td>3</td><td></td></tr>
<tr><td>4</td><td></td></tr>
<tr><td>5 - highest</td><td></td></tr>
<tr><td colspan="4">Analysis and use of results</td></tr>
</table>

Strategic Action Plan: 3. START Orientations

Date: 10/17/13

Strategic Action Plan Achievements for 2013-2014

Division/Department: **Facilities**
Name: Chuck Davis **Date: June 26, 2014**
Action Plan No.: 1

This form is for reporting on achievements for the strategic action plans you created in summer or fall 2013 to be carried out in 2013-14. (Note: You will implement and report on the 2014-15 action plans you created at Strategic Planning Day in January 2014 next academic year).

Reflecting on one plan you completed for the 2013-2014 academic year and the activity/action you proposed that aligns with our strategic goal objectives and/or Core Theme objectives please complete the following report and use one form for each action plan. Attach a copy of the action plan to your completed report.

Use the accompanying documents to aid you.

- The attached file that contains:
  - 2011-2016 Strategic Plan Goals and Objectives
  - Core Theme Objectives and Outcomes
  - 2013-2014 Strategic Priorities
- Your 2013-2014 Strategic Action Plan(s)
- OPTIONAL: Strategic Plan and Core Theme Achievements template*

What did you achieve?

Identify Customer Perceptions Regarding the Facilities Departments
Develop a customer service survey to identify current perceptions regarding the services that the Facilities Departments provide to Seattle Central Community College (Custodial, Capital Projects, Engineering, and Mail & Receiving). The results of the survey will form the basis for follow-up and process improvement activities.
Measurement: By January 31, 2014, a customer service survey will have been developed, distributed, and a meaningful sample of responses will have been received. Results will have been shared with all department staff by February 15. By February 28, preliminary plans for improvement will have been presented and discussed with the Vice President of Administrative Services.

Do you feel the outcome of the activity/action you proposed was:

NOT MET _____ **IN PROCESS** __X___ **MET** __X___

Please explain: The survey was completed and improvement plans are ongoing.

Comment on any indicators/evaluation methods used to illustrate the above outcome:
Objective measurements were put in place and goal dates established. Progress was reviewed with Michael Pham at each of our regularly scheduled meetings.

Reflecting on your results, what implications or changes in your program/department might you propose?
The overwhelming majority of the survey respondents would like to see more resources dedicated so that improvements in the following areas can be made:

1. Response times on work requests.
2. Communication on work order status.
3. Overall cleanliness of the facilities.

4. Main restrooms.
5. Cleaning of private offices.
6. Commitment to recycling.

Improvement Plans:

1. The Facilities department has recently added additional part time hourly engineering staff and currently has a full time permanent position posted. These additional resources will help to improve response times on routine work requests.
2. Engineering and Facilities Office staff are developing a system to ensure that periodic status updates are provided for work requests. Submissions will be acknowledged when they arrive and again whenever the status changes. Ultimately, requestors will be notified prior to a request being closed to ensure that the work has been completed satisfactorily.
3. The Facilities Custodial department has also been able to add staff and is currently evaluating additional needs as part of the annual budgeting process.
4. The Facilities department is currently in the process of remodeling and refurbishing the main first floor restrooms in the Broadway Edison building. Construction drawings are complete and have been submitted to the City of Seattle for approval and advertised for a public bid. The work is scheduled to begin in May and will continue into the fall. Additional funding has been requested from the State to support similar improvements on additional floors.
5. In 2011 during the height of the economic downturn, a significant number of custodial positions were eliminated. One of the consequences of the reduction in force was the elimination of services to private offices. As the economy improves, and additional resources become available, additional services may be possible.
6. Odessa Woodlee, the Manager of Custodial Services & Grounds will work with the Campus Sustainability Committee to establish and adopt improved recycling practices.

Division/Department: **Facilities**

Name: Chuck Davis **Date: June 26, 2014**

Action Plan No.: 2

What did you achieve?

Improve Collaboration of the Campus Services Departments

Improve collaboration and effectiveness of service delivery of the Campus Services departments (Auxiliary Services, Facilities, and Safety & Security) by holding periodic meetings (approximately monthly) comprised of the leadership staff from each department. Topics of discussion will include current issues facing the departments and the intent of the meetings will be to develop process improvement initiatives to improve service delivery.

Measurement: By June 30, 2014, the Campus Services Departments will have met at least ten times to discuss interdepartmental issues.

Do you feel the outcome of the activity/action you proposed was:

NOT MET _____ **IN PROCESS** _____ **MET** __X___

Please explain: The Campus Services Committee met monthly as planned.

Comment on any indicators/evaluation methods used to illustrate the above outcome:

Reflecting on your results, what implications or changes in your program/department might you propose?
The meetings resulted in improvements in coordination between Facilities, Auxialliry Services, and Campus Safety & Security and led to a joint satisfaction survey. At the last Campus Services Committee meeting in June 2014, the group agreed to continue meeting for the foreseeable future.

Division/Department: **Facilities**
Name: Chuck Davis **Date: June 26, 2014**
Action Plan No.: 3

What did you achieve?
Identify impacts of increasing International Education students
Evaluate potential barriers to student success that may be created as a result of increasing foreign student enrollment including:

- Signage & Wayfinding -- Should signage and wayfinding elements be provided in multiple languages –
- Explore Smart Phone Applications.
- Needs for a Student Union or "HUB".
- Transportation needs -- e.g. Bike Stations.

Measurement: By June 30, 2014, findings and recommendations related to the above listed items will be compiled and a report submitted to the Vice President of Administrative Services.

Do you feel the outcome of the activity/action you proposed was:

NOT MET _____ **IN PROCESS __X___** **MET _____**

Please explain: A significant amount of work was done on wayfinding, however unanticipated barriers arose that impacted the overall progress including the need to procure signage as a public works project. Some progress was made with a potential partnering with Google Maps for a smart phone application to help with way finding. Auxiliary Services did some work on bike stations but more is likely needed. Due to the overall workload for ongoing capital projects, the need for a Student Union was not explored.

Comment on any indicators/evaluation methods used to illustrate the above outcome:

Reflecting on your results, what implications or changes in your program/department might you propose? The work on way finding will continue and transition to a routine maintenance activity.

Appendix 8 – College-Wide Student Learning Outcomes (CWSLOs)

Seattle Central College
College-Wide Student Learning Outcomes

Seattle Central students will achieve personal and professional goals in diverse and multicultural settings because they are able to:

Think: analyze, create, and reflect to address and appreciate challenges and opportunities

Collaborate: work effectively with others to learn, complete tasks, and pursue common goals

Communicate: exchange ideas and information through intentional listening, speaking, signing, reading, writing, or presenting

Connect: apply knowledge and skills to solve problems

Continue Learning: self-evaluate and act to improve knowledge and skills

Think

Analyze, create, and reflect to address and appreciate challenges and opportunities

- Gather, interpret, and evaluate information
- Identify problems and issues
- Formulate hypothesis
- Generate and implement creative strategies
- Create and appreciate aesthetic work
- Evaluate their thinking process

Possible Instructional Activities

- Collect, evaluate, and analyze valid and/or relevant information and data
- Differentiate among fact, opinion, hearsay, etc., and evaluate the validity of different sources of information
- Classify, organize, prioritize, and/or synthesize information and data
- Interpret and analyze symbolic, quantitative, and/or graphical information
- Develop a logical process for solving problems
- Apply knowledge and learning to various contexts
- Experiment with different media and/or multiple intelligences (linguistic, mathematical, musical, visual, naturalist, kinesthetic, etc.) to generate ideas, solutions, original works, alternative approaches, etc.
- Reflect on their knowledge, understanding, skills, and critical thinking process
- Recognize and welcome constructive criticism that contributes to effective self-evaluation and continual growth and improvement

Collaborate

Work effectively with others to learn, complete tasks, and pursue common goals

- Identify problems and create action plans
- Apply understanding and knowledge of group process
- Pursue and critically evaluate different social and cultural perspectives
- Manage conflict productively
- Engage in community and civic life

Possible Instructional Activities

- Participate in service-learning to participate and observe groups in community meetings or events
- Make group decisions in learning/problem solving activities according to differing cultural and/or social contexts
- Complete group project assignments or problem-solving activities that require group interactions and decision making
- Participate in a variety of group activities: panel presentations, seminars, forums, on-line discussions (both synchronous and asynchronous)
- Try out different roles within a group, e.g., leader, organizer, recorder, harmonizer, etc. (For example, members on sports or health teams could assume positions/roles that they don't normally assume.)
- Demonstrate and develop activities that examine effective group dynamics, e.g., how to listen actively, how to negotiate effectively
- Analyze ethical or cultural issues and dilemmas in case studies
- Write reflection pieces or journal entries regarding the successes and challenges they faced in working as a member of a group. What role did the student play and what responsibility did the student take?
- Participate in a variety of group activities or take on different roles within a group as a graded component of assignments and tests
- Complete surveys or questionnaires at the end of the quarter that target students feelings and thoughts about the development of their group participation and interactions skills

Communicate

Exchange ideas and information through intentional listening, speaking, signing, reading, writing, or presenting

- Determine the purpose and context for communicating
- Organize and present information purposefully
- Seek feedback and revise to enhance effectiveness
- Attend to conventions of communication to minimize barriers
- Consider perspectives, experiences, and cultural differences to develop understanding

Possible Instructional Activities

- Draft, revise, and edit essays
- Summarize, outline, and analyze texts
- Develop PowerPoint presentations
- Draft, practice, revise, and re-present speeches
- Review videos of signs; practice vocabulary
- Attend community events to explain the cultural context of information
- Practice summarizing others' ideas

Connect

Apply knowledge and skills to solve problems

- Select and use theoretical models, quantitative and qualitative techniques, information sources, and technology tools
- Identify and solve problems using logical strategies and evaluate results
- Gather data from various reliable sources and assess the validity and relevancy
- Critically evaluate solutions using research-based evidence
- Use technology and apply to a wide range of practices, fields, and industries

Possible Instructional Activities

- Learn role in students' specific field through active listening, communicating, and collaborating
- Participate in service-learning to learn by interacting with the community about current problems and issues
- Use appropriate tools and technologies to complete all or part of an assignment
- Address and solve current problems in small groups, seminars, experiential exercises, role plays and peer interviews
- Complete relevant field projects and field assignments
- Participate in performance enhancing projects at outside seminars within the scope of study, or in coordination with community leaders and organizations

Continue Learning

Self-evaluate and act to improve knowledge and skills

- Analyze own performance and revise to improve
- Transfer learning by applying it in other contexts
- Increase knowledge by identifying gaps and acting to fill them
- Seek mentors and share knowledge with others
- Provide and receive feedback

Possible Instructional Activities

- Prepare drafts which are then evaluated, discussed and redone to create final version
- Complete assignments or activities that help students recognize gaps in their knowledge and develop strategies to fill those gaps
- Reflect on learning experiences, such as service-learning activities, and relate those experiences to the learning outcomes for the course
- Create portfolios that are revised over time, creating multiple versions of products to demonstrate student self-evaluation of both process and product as well as response to instructor/peer feedback
- Self-evaluate their work/performance and incorporate feedback from others to improve a second draft/performance. Identify and define one thing they want to improve. Subsequently do a second assignment/performance demonstrating their ability to incorporate that new learning

Appendix 9 -- Alignment of Course Learning Outcomes to College-Wide Student Learning Outcomes

Overview

Faculty at Seattle Central College have been regularly assessing course learning outcomes (CLOs) through a variety of methods since 2008. For several years, the college has been searching for a technical solution that would help to collect assessment data and perform analysis to determine the achievement of CLOs and their alignment to the college-wide student learning outcomes (CWSLOs). In fall 2014 the college began to collect assessment data on CLOs electronically through a pilot Google form. The programs that participated in this pilot data tool are as follows; the first two programs having initiated and developed the beta version of the form:

- Chemistry
- Math
- Apparel Design and Development
- Business
- Culinary Arts
- Philosophy
- Sociology

Faculty in each program entered assessment data for each course section, or for multiple sections of the same course. Assessment results by section are available for faculty review.

College-Wide Student Learning Outcomes (CWSLOs)

Appendix 9 summarized the assessment results of CLOs of each program and their alignment to CWSLOs. Faculty in the selected programs entered data on specific CWSLOs to which each CLO was aligned. There were significant differences in each faculty's interpretation of CWSLOs, with some taking a very broad view and others identifying only the CWSLO with which the CLO most closely aligned.

The only CLOs that did not report alignment with CWSLOs was mathematics, and this was due to the fact that assessment data were entered in the beta form, which required typing in CWSLOs manually. Later, the data input form was revised to include CWSLO checkboxes to allow faculty to find areas of alignment.

Recommendation

Future CLOs entry should specify the nature of alignment being evaluated, so that the college can make more meaningful comparisons between different programs. The college should also consider explaining expectations around the question of how broad alignment should be. For example, is it preferable for a CLO to align with at least two CWSLOs, or for each CLO to align strongly with one CWSLO, or will this be evaluated on a course-by-course basis?

A summary of the CLOs connecting to CWSLOs is shown below:

Area	Course	Collaborate	Think	Communicate	Connect	Continue Learning
AA Transfer						
Business	ACCT 201		✓	✓	✓	
	BUS 210 Business Statistics	✓	✓	✓	✓	✓
	ECO 100	✓	✓		✓	
	ECO 201 Microeconomics		✓		✓	
	ECO 202 Macroeconomics	✓	✓	✓	✓	
Chemistry	CHEM& 161				✓	
Math	MAT 085				✓	
Philosophy	PHIL 101	✓				
	PHIL 120				✓	
	PHIL 160			✓		
Sociology	SOC 101		✓	✓	✓	✓
Workforce						
Culinary Arts	CUL 103	✓	✓	✓	✓	
	CUL 112		✓			✓
	HOS 101		✓	✓	✓	✓
	HOS 111		✓	✓	✓	✓
	HOS 122		✓	✓	✓	
	HOS 124	✓	✓	✓	✓	✓
Apparel Design	APPRL 201		✓	✓	✓	✓

✓ Indicates the course is aligned with one or more of this type of college-wide learning outcome.

The analysis result indicates that:

"Connect" was the most common CWSLO identified as aligning with CLOs, with "Think" coming in a close second.

<u>The most common CWSLOs identified by % of CLOs aligned with said CWLO were:</u>

Think:

- Gather, interpret, and evaluate information. (47%)

Connect:

- Identify and solve problems using logical strategies and evaluate results. (47%)

Communicate:

- Select and use theoretical models, quantitative and qualitative techniques, information sources, and technology tools. (44%)
- Organize and present information purposefully. (36%)

The CWSLO sub-points which were not identified as aligning with any of the assessed CLOs were:

Collaborate:

- Apply understanding and knowledge of group process.
- Manage conflict productively.
- Engage in community and civic life.

The "collaborate" college-wide student learning outcome, "Pursue and critically evaluate different social and cultural perspectives" was the least selected (2.8%) among the CWSLO sub-areas selected. As shown in the table above, "collaborate" was the CWSLO with which CLOs were least likely to align.

Students Meeting Expectations

For each CLO assessed, the number of students meeting, exceeding, and not meeting expectations was reported. Qualitative data on the criteria used to determine whether or not a student met expectations were also entered. Some courses did not allow for "exceeding expectations" as the expectation was that students would get a 100% on their multiple-choice exam so there was little room for standing out.

The table below shows the percentages of students' achievement of their respective CLOs:

Program	Course	Total Assessed	Exceeding Expectations	Meeting Expectations	Not Meeting Expectations	Percent Meeting or Exceeding Expectations
AA Transfer						
Business	ACCT 201	239	92	57	90	62%
	BUS 210 Business Statistics	42	23	14	5	88%
	ECO 100	28	0	24	4	86%
	ECO 201 Microeconomics	30	0	30	0	100%
	ECO 202 Macroeconomics	36	0	30	6	83%
Chemistry	CHEM& 161	111	0	78	33	70%
Math	MAT 085	120	24	30	66	45%
Philosophy	PHIL 101	30	15	11	4	87%
	PHIL 120	44	15	23	6	86%
	PHIL 160	16	1	10	5	69%
Sociology	SOC 101	316	164	107	45	86%
Workforce						
Apparel Design	APPRL 201	28	5	16	7	75%
Culinary Arts	CUL 103	11	3	7	1	91%
	CUL 112	18	7	4	7	61%
	HOS 101	25	0	25	0	100%
	HOS 111	17	17	0	0	100%
	HOS 122	33	30	2	1	97%
	HOS 124	15	6	8	1	93%
		1,159	402	476	281	
	Total Meeting or Exceeding Expections:					**76%**

Explanation Notes:

Culinary Arts' hospitality courses allowed the most students to "exceed expectations."

Comments on the definition of "exceeding expectations" for these courses included the following examples (paraphrased for brevity):

- Culinary Arts 103: Students receiving 96 or more points on a 100-point scale exceeded expectations.
- Culinary Arts 112: Students fabricating 100% of cuts accurately within nine minutes (timed) and score 85% exceed expectations.
- Hospitality 101: Students were able to identify and use proper equipment 100% of the time.
- Hospitality 111: Draw a table setting with all of the 8 components placed properly (vs. less than 8 out of 8).
- Hospitality 122: More than 90% of homework and exam questions are correct.
- Hospitality 124: Students score 95% or higher on their notebook.

As an explanation of the proportion of students meeting or exceeding explanations for one of the 100% met-expectations courses in culinary arts, faculty gave the following response (within the format provided):

“It is an introductory practicum class where students are rotated into my area two or three at a time over the course of a quarter for two days at a time. My expectations are realistic considering the amount of interaction with each student.”

Math 085, known to be a stumbling block for students, saw fewer than 50% of students meet or exceed expectations. Students in this course were required to solve four quadratic equations by completing the square. All four correct would indicate “exceeding expectations” while three would indicate “meeting expectations.” As discussed above, both math and chemistry faculty entered data into a beta format of the form, and the explanations of the results of the assessment were somewhat less nuanced than the explanations of those who entered data into the later form. Further work should be done to determine why so many students failed to meet expectations. It is worth noting that the rate of meeting or exceeding expectations in this area varied somewhat but in no course did fewer than 40% fail.

Appendix 10 -- Alignment of Course Learning Outcomes to Program Learning Outcomes

Assessment of Program Learning Outcomes

This section analyzed the assessment of CLOs and their alignment to the AA degree learning outcomes or the PLOs in individual workforce programs. It looked at among AA degree transfer programs/discipline, which shared degree level PLOs, how did different programs/discipline connect their CLOs to the shared PLOs.

For the AA degree PLOs, it is clear from the results that interpretation of PLOs played a role in CLO-PLO alignment. Math, for example, was one of only two programs not to have a quantitative literacy outcome. However, given the CLO evaluated ("solve quadratic equations using factoring, by completing the square, by extraction of roots and using the quadratic formula"), it is clearly an outcome which many would consider related to "quantitative literacy."

The table below demonstrates the alignment of program/discipline CLOs to the specific AA degree program learning outcomes.

AA Transfer					
Program Learning Outcome	**Business**	**Chemistry**	**Math**	**Philosophy**	**Sociology**
1. Communication (Reading, Oral or Signed, Written, Other Forms of Expression)				✓	✓
2. Critical Thinking, Inquiry and Analysis, and Problem Solving	✓		✓	✓	✓
3. Global Learning and Intercultural Knowledge and Competence	✓				
4. Quantitative Literacy	✓	✓		✓	
5. Creative Thinking					
6. Information Literacy			✓		✓
7. Technology Literacy	✓				
8. Integrative Learning					✓
9. Collaboration					
10. Ethical Reasoning					
11. Civic Engagement					
12. Foundations and Skills for Life–long Learning					

The data analysis here used the latest district AA degree PLOs for alignment. However, because the newly revised AA degree learning outcomes were approved in July 2014, most of the courses have not yet incorporated some of the new AA degree learning outcomes into their CLOs.

Alignment of Program Learning Outcomes to College-Wide Student Learning Outcomes

This section also analyzed the alignment of the AA degree PLOs and the individual PLOs of Culinary Arts and Apparel Design & Development to CWSLOs. The different alignments are displayed as below:

AA Transfer PLO-CWLO Alignment

AA Transfer Programs

	Communicate	Collaborate	Think	Connect	Continue Learning
1. Communication (Reading, Oral or Signed, Written, Other Forms of Expression)	4	0	4	4	3
2. Critical Thinking, Inquiry and Analysis, and Problem Solving	7	4	13	15	4
3. Global Learning and Intercultural Knowledge and Competence	1	2	3	3	0
4. Quantitative Literacy	4	3	9	17	1
5. Creative Thinking	0	0	0	0	0
6. Information Literacy	3	0	4	6	3
7. Technology Literacy	0	1	1	1	0
8. Integrative Learning	3	0	4	4	3
9. Collaboration	0	0	0	0	0
10. Ethical Reasoning	0	0	0	0	0
11. Civic Engagement	0	0	0	0	0
12. Foundations and Skills for Life–long Learning	0	0	0	0	0
SUM	22	10	38	50	14

Workforce PLO-CWLO Alignment

Culinary Arts

Anticipate and manage labor and food costs to operate an economically sustainable establishment.	1	1	1	1	1
Apply culinary skills and techniques to create great food.	0	0	1	0	1
Manage processes and procedures to function effectively in a working food production environment.	1	0	1	1	1
Synthesize and apply knowledge of multiple disciplines into culinary practices.	1	1	1	1	1
Use professional conduct appropriate to the profession.	2	0	2	2	0

AD&D

Create accurate technical specification packages and execute professional specification sheets, markers, sequences of construction and technical drawings.	1	0	1	1	1
SUM	6	2	7	6	5

Workforce programs generally attached one PLO to each CLO, and PLOs do not overlap. Workfor

ce programs generally attached one PLO or each CLO, and PLOs do not overlap. So PLOs were more evenly distributed among the CWSLOs.

Assessment Methods

AA transfer areas were more likely to use exams or quizzes to assess CLO attainment. Methods of assessing CLO attainment were more varied in culinary arts and apparel design.

Area	Course	Discussion	Observation	Performance	Exam	Essay	Homework	Lab	Presentation	Other
AA Transfer										
Business	ACCT 201				✓					
	BUS 210 Business Statistics			✓				✓		
	ECO 100				✓					
	ECO 201 Microeconomics	✓			✓					
	ECO 202 Macroeconomics				✓					
Math	MAT 085				✓					
Philosophy	PHIL 101				✓					
	PHIL 120				✓					
	PHIL 160				✓					
Sociology	SOC 101					✓				✓
Chemistry	CHEM& 161				✓					
Workforce										
Culinary Arts	CUL 103									✓
	CUL 112			✓						
	HOS 101	✓	✓	✓						
	HOS 111	✓	✓		✓				✓	
	HOS 122				✓		✓		✓	
	HOS 124			✓		✓	✓			
Apparel Design	APPRL 201									✓

The following forms of assessment were not reported in the specific context of this batch of CLO assessment reports, but were included as choices on the form:

- Internship
- Clinical
- Focus Groups
- Portfolio
- Service
- Survey

Course Changes Based on CLO Outcomes

The decision to make changes to the courses varied from course to course and within disciplines.

Will You Make Any Changes to the Course Based on this Assessment?

AA Transfer	
Business	67%
Chemistry	0%
Math	No Answer
Philosophy	50%
Sociology	25%
Workforce	
Apparel Design and Development	100%
Culinary Arts	17%

Most changes planned to deliver specific content more effectively or to assess content delivery more accurately. Examples of planned changes included:

- Philosophy: “It is possible that I will make this exam more difficult next quarter… My expectation is simply that there would be fewer perfect or near perfect scores, making the instrument more precise at the upper end. I do not expect that this would significantly change my assessment of the class relative to other classes.”
- Sociology: “There was an unusually high number of not meeting expectations in the online section this quarter. Much of it is a result of students "dropping out" of the course by the third week of the quarter, but not dropping the class (even after requests by the instructor to do so)… There was a re-assessment of the exercises assigned for the first few weeks of the quarter in order to "ease" students into the online environment more smoothly.”
- Business: “I will allocate more time and more homework assignments in graphing economic concepts… Hopefully, with more practice, students will improve their understanding of comparative advantage and their ability to graph the implications.”

Conclusion and Recommendation

The modified Google form proved to be more than adequate for collecting data on course learning outcomes. Although it has some shortcomings, namely, lacking a feature that allows faculty to save data for later, overall its flexibility makes up for it.

R was used for the analysis of the data. Text analysis is forthcoming. Given the small amount of data (i.e. only a few courses per CWSLO, for example) it does not make sense at this time to further disaggregate data by CWSLO, although that is possible and will make more sense with larger data sets.

Graphs are available upon demand. The small amount of data is more accurately represented in table format, however.